# SPANISH

**Paper 0530/11**
**Listening (Multiple Choice)**

| Question Number | Key |
|---|---|
| 1 | C |
| 2 | A |
| 3 | D |
| 4 | A |
| 5 | C |
| 6 | B |
| 7 | D |
| 8 | A |

| Question Number | Key |
|---|---|
| 9 | C |
| 10 | A |
| 11 | D |
| 12 | D |
| 13 | B |
| 14 | A |

| Question Number | Key |
|---|---|
| 15 | F |
| 16 | D |
| 17 | E |
| 18 | B |
| 19 | A |

| Question Number | Key |
|---|---|
| 20 | B |
| 21 | C |
| 22 | C |
| 23 | A |
| 24 | C |
| 25 | B |
| 26 | C |
| 27 | B |
| 28 | A |

| Question Number | Key |
|---|---|
| 29 | C |
| 30 | B |
| 31 | A |
| 32 | D |
| 33 | A |
| 34 | D |

| Question Number | Key |
|---|---|
| 35 | C / D |
| 36 | D / E |
| 37 | A / E |

## General comments

The recorded extracts in the paper gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

## Comments on specific questions

### Questions 1–8

The extracts were short, straightforward, contextualised sentences, in which it was necessary to focus on a single piece of information. The exercise, overall, caused little difficulty to candidates: although **none of the questions were** answered correctly by all, nearly all candidates chose the correct response. Only on **Question 2** (the key, *monedero* may be a slightly less familiar vocabulary item) and **4** (candidates sometimes **are** uncertain about names of shops which have a similar ending) did a significant number of weaker candidates have difficulty.

### Questions 9–14

Here candidates heard a short piece of continuous speech about an unnamed holiday destination. Questions focused on transport, familiar products and predictable activities. **Questions 9**, **13** and **14** appear to have been answered with little difficulty overall – although none was answered correctly by all candidates. **Question 10** (key: *sillas*) seems to have proven more demanding to weaker candidates and likewise **Q12** – possibly because the key **D** was *hacer vela*, a slightly less common item of vocabulary.

### Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about familiar places in a town. The questions all seemed to perform as expected, with the number choosing correctly between two thirds and four fifths, and stronger candidates overall performing better. On **Question 19**, a high proportion of candidates were able to connect *todo el fin de semana* in the transcript with *sabados y domingos* in the option, and 91% chose the key correctly. Overall, again, candidates performed fairly well in this exercise, which suggests that the multiple matching test format did not present them major problems.

### Questions 20–28

In this exercise, candidates heard an interview in two parts with a professional swimmer. Although this is a familiar type of exercise in terms of content, the language and format of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

On **Question 20**, nine out of ten candidates responded correctly, rejecting the distraction of *del colegio* **(A)**, which was explicitly negated in the transcript but still selected by a minority.

**Question 21** proved very slightly less accessible, although more than four fifths identified the key **C** correctly; the remainder may have been tempted to distractor **A** by the echo of the word *oportunidades* – although *perder* in the option made it an unacceptable answer.

**Question 22** proved not excessively demanding: nearly nine out of ten answered correctly, even though the key **C**, was a summary, and required candidates had to understand the gist of two quite long speeches in the extract. The two distractor options performed equally.

**Question 23**: this proved the most demanding question, in that only three quarters could answer correctly. The distractor **B** contained an exact echo of language from the text, and attracted a number of weaker candidates even though it was negated as a possible answer in the transcript.

**Question 24** seemed to cause fewer problems, in that more than nine out of ten candidates were able to identify key option **C**. Those who chose distractor **A** may have connected *lugar* in the extract with the same word in the option. The key, however, depended on linking *lo mejor* in the transcript with *Lo que más le gusto* in the stem.

**Question 25:** this also proved accessible to candidates, with over nine out of ten able to understand the paraphrase and identify key option **B**. The mention of *entrenar* attracted a minority to choose distractor **A**.

On **Question 26** more than four fifths of the candidates answered correctly. To choose the key **C**, they needed to spot how *lo más caro* in the extract echoed *necesita dinero sobre todo para pagar* in the stem. Distractor **B** was clearly tempting, although it did not quite reflect the sense of the extract.

**Question 27** was similarly accessible, with four fifths choosing the key **B**. In order to do so, they had to understand a paraphrase. A sizeable minority selected distractor **A**, presumably attracted by the echo of *Los negocios* from the transcript.

On **Question 28** three quarters selected key **A**, which paraphrased the extract. Distractor **C** proved attractive, with its echo of *vida privada*, although this was clearly negated in the transcript.

**Questions 29–34**

Candidates heard an interview with the organizer of a school choir. This was an appropriately demanding exercise, in content, language and format (4-option multiple choice), at this stage of the paper.

**Question 29** proved an accessible first item, with four fifths choosing the key option **C**, linking the paraphrase in the option to *nos hacía cantar a todos* in the extract. Options **A** and **B** were the most popular distractors – presumably candidates were able to hear that the context of *la iglesia* (**D**) was not mentioned.

**Question 30** proved more challenging, and just over half could answer correctly; candidates had to connect *más amigos* in the speech with *amistad* in order to identify key option **B**. Distractor **D** tempted a sizeable number, who may well have connected the word *móviles* in the option with the same word in the extract.

On **Question 31**, nine tenths chose correctly, connecting the word echo *enfermera* in the extract, to the same word in the key option **A**. *Medico* and *cartero* were mentioned in the extract, but few candidates chose the distractors.

**Question 32** proved fairly challenging, in that fewer than three quarters of candidates were able to link the long section *que las personas mayores conocerían de su juventud* in the transcript to *de otra época* in the key option **D**. Distractor **C** was more popular, echoing the word *moderno* in the extract.

**Question 33** proved most challenging. Slightly over half of the candidates were able to identify key option **A**, which required them to link *Ese día llovía* to *el tiempo* in the option. Distractor **B** was a plausible choice and echoed *enfermarse* in the extract, produced the majority of incorrect answers.

Lastly, on **Question 34** three quarters answered correctly, linking *una vez por semana* to *reunirse regularmente* in key option **B**. Distractor options **A**, **C** and **D** were all fairly popular, **C** and **D** linking more simply to language in the extract.

**Questions 35–37**

In this exercise, candidates heard two inhabitants of a town talking about a film being made there. For each question in this final exercise, candidates had to identify two correct statements from a choice of five. This is an appropriately demanding and challenging exercise at this stage of the paper. Candidates always need to take care on this section, because the two keys for each section may occur in any part of the speeches in the relevant section of the extract, and all three of the distractor options connect to words or ideas in the extract.

On **Question 35** three quarters of the candidates selected key option **C.** The relevant key information was mentioned in the extract only in the fourth speech, and was preceded by the content linking to distractors **A** and **B**, which proved attractive to a number of candidates. Over four fifths, however, selected key option **D**, which involved a paraphrase of content from the extract.

Identifying the two key options on **Question 36** was more challenging for candidates. Just over half offered key option **D**, and three quarters correctly chose the other key, **E**. The key information for the two options occurred in the fourth and sixth speeches, with content for the three distractors occurring before them. Some candidates may have been unprepared for this distribution, and distractor option **A**, which echoed words from the text although improbable, attracted a number.

The last two key were successfully selected by nearly three quarters of candidates. In **Question 37**, key option **A** demanded the interpretation of a paraphrase in the second speech, while key **E** occurred in the final sentence of the extract. Candidates did well to identify them correctly.

Candidates appear to have become more familiar with the format of the exercise, although its complexity still needs to be borne in mind: the two sets of key information can fall anywhere in a fairly lengthy section of two complex responses to a single question. Both distractors and keys may be based on paraphrases, and candidates will benefit from practice on the exercise, followed by a reading of the extract and analysis of both keys and distractors.

# SPANISH

**Paper 0530/12**
**Listening (Multiple Choice)**

| Question Number | Key |
|---|---|
| 1 | A |
| 2 | C |
| 3 | B |
| 4 | D |
| 5 | B |
| 6 | B |
| 7 | D |
| 8 | A |

| Question Number | Key |
|---|---|
| 9 | C |
| 10 | A |
| 11 | D |
| 12 | B |
| 13 | A |
| 14 | B |

| Question Number | Key |
|---|---|
| 15 | C |
| 16 | E |
| 17 | B |
| 18 | F |
| 19 | A |

| Question Number | Key |
|---|---|
| 20 | C |
| 21 | A |
| 22 | C |
| 23 | C |
| 24 | B |
| 25 | A |
| 26 | B |
| 27 | C |
| 28 | A |

| Question Number | Key |
|---|---|
| 29 | C |
| 30 | A |
| 31 | B |
| 32 | C |
| 33 | C |
| 34 | D |

| Question Number | Key |
|---|---|
| 35 | A / C |
| 36 | A / D |
| 37 | B / D |

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## General comments

The recorded extracts in the paper gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

## Comments on specific questions

### Questions 1–8

The extracts were short, straightforward, contextualised sentences, in which it was necessary to focus on a single piece of information. The exercise, overall, caused little difficulty: **Questions 1–7** were answered correctly by all or nearly all candidates. Only on **Question 8** did a significant number (1 in 5) of candidates have difficulty (the key illustration, **A,** may not have accorded with the use of *comedor* in a home situation that some candidates expected).

### Questions 9–14

Here candidates heard a short piece of continuous speech, consisting of publicity for a concert. Questions focused on details of date, location, refreshments etc. All the questions were answered correctly by all (**Q14**) or nearly all (for the remaining questions) candidates.

### Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about transport for a journey round Europe. **Questions 15–18** all seemed to perform as expected, with the number choosing correctly between four fifths and nearly 100%, and stronger candidates overall performing better. On **Question 19**, the proportion responding correctly fell to three quarters. Distractors **C**, **D** and **E** were selected by some weaker candidates who may have failed to appreciate the paraphrase in the key option **A**. Overall, again, candidates performed fairly well in this exercise, which suggests that the multiple matching test format did not present them with major problems.

### Questions 20–28

In this exercise, candidates heard an interview in two parts with a karate champion. Although this is a familiar type of exercise in terms of content, the language and format of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

On **Question 20**, more than nine out of ten candidates responded correctly, appreciating the paraphrase of *dura* in *difícil* (**C**) and rejecting the distraction of *relajante* (**A**), which echoed *relajarme* in the transcript.

**Question 21** proved less accessible, although three quarters identified the key **A** correctly, again appreciating a paraphrase (*alegría / contenta)*; the remainder may have been tempted to distractor **C** by the way *estresada* echoed *estrés* in the transcript – although it was clear that the rest of the speech made it an unacceptable answer.

**Question 22** proved much more demanding: just over half answered correctly. The wording and layout – with *normalmente (*unusually) emboldened in the question and repeated in the transcript along with a word-echo of distractor **B** – may have been excessively tricky. The question additionally contained a difficult paraphrase for the key (**C**) and seemed to confuse both stronger and weaker candidates.

**Question 23**: this proved much more accessible, in that over nine tenths could answer correctly. Unusually, neither of the distractor options echoed or reflected the content of the extract, which make it easier to identify key **C**.

**Question 24** was also very accessible, and more than nine out of ten candidates were able to identify key option **B**. The few who chose distractor **A** may have done so because of the word echo of *videojuegos*.

**Question 25:** this also proved accessible to candidates; again, nine out of ten were able to understand the paraphrase and identify key option **A**. Neither distractor was mentioned in the extract.

On **Question 26** only half of the candidates answered correctly. To choose the key **B**, they needed to spot how the option paraphrased a whole sentence in the extract, and the word *éxito* may have been unfamiliar. Distractor **A**, with the word echo *miedo*, was clearly tempting to many, although it did not reflect the sense of the speech.

**Question 27** was fairly accessible, with two thirds choosing the key **C**. In order to do so, they had to understand a paraphrase. A sizeable minority selected distractor **B**, presumably linking *defenderse* to *atacar* in the transcript.

On **Question 28** two thirds selected key **A**, which was quite an easy paraphrase of the extract. Distractor **C** contained a word echo, and both of the distractors proved attractive.

**Questions 29–34**

Candidates heard an interview with the organizer of a social network. This was an appropriately demanding exercise, in content, language and format (4-option multiple choice), at this stage of the paper.

**Question 29** proved a demanding first item, with fewer than half choosing the key option **C**, linking the paraphrase in the option (*causan peleas*) to *crear discusiones molestas* in the extract. Options **A** and **B** were plausible and popular distractors.

**Question 30** proved less challenging, and nearly two thirds could answer correctly: key option **A** depended on a fairly straightforward paraphrase, helped by the repetition of *más.* Distractor **C** tempted a sizeable number, with the echo of *final de la página* from the transcript.

**Question 31** proved demanding, and only just over a third chose correctly. To identify key option **B** candidates had to understand the content of two sentences covering almost three lines. Distractor **C** seemed to echo the words and some of the sense of the extract and proved attractive, although it was clearly incorrect.

**Question 32** proved less challenging, in that three quarters of candidates were able to appreciate how key option **C** paraphrased the phrase *asustar a la gente*. Distractor **B**, with the echo of *normas*, attracted most of the remainder.

**Question 33** proved similarly accessible, and three quarters of candidates did well to identify key option **C**, which required them to appreciate quite a difficult paraphrase. Distractor **B** attracted some, echoing *amable* in the extract, although not a very a plausible choice.

Lastly, on **Question 34** only four out of ten answered correctly, surprisingly, in that key option **D** reflected two elements in the extract. Many chose distractor option **A**, presumably attracted by *ya está lista* in the extract, although this was then negated as a key by the rest of the speech after *aunque.*

**Questions 35–37**

In this exercise, candidates heard an interview with the leader of an ecological group. For each question in this final exercise, candidates had to identify two correct statements from a choice of five. This is an appropriately demanding and challenging exercise at this stage of the paper. Candidates always need to take care on this section, because the two keys for each section may occur in any part of the speeches in the relevant section of the extract, and all three of the distractor options connect to words or ideas in the extract.

On **Question 35** fewer than half of the candidates selected key option **A**, which was a straightforward restatement of key information in start of the extract. For key **C**, likewise, the option re-used words and forms (*río / agua contaminada*) from the extract, and two thirds chose it. The distractors **B** and **E**, were subtle and required careful comprehension and consideration of time aspects.

Identifying the two key options on **Question 36** was appropriately challenging for some candidates. Just over half offered key option **A**, and two thirds correctly chose the other key, **D**. Both keys depended on a paraphrase with quite difficult language. The mention of *energía solar* in distractor **B** was attractive to many candidates, but it was invalidated by the word *ya* in the option and the future aspect of the section of the transcript.

In **Question 37**, key option **B** demanded close comprehension of the second speech, even though the word *camiones* was echoed. The mentions of the word *coches* was a further source of possible confusion as it was echoed in distractor **A**. Fewer than four out of ten answered correctly.

Key **D** was not a difficult item, in that the word *autobuses* was an echo. However, there was strong distraction in this section, with *ruido* plausible in **C,** and the mention of *parques y jardines* in option **E** a tempting paraphrase of *espacios verdes* in the transcript.

Candidates appear to have become more familiar with the format of the exercise, although its complexity still needs to be borne in mind: the two sets of key information can fall anywhere in a fairly lengthy section of two complex responses to a single question. Both distractors and keys may be based on paraphrases, and candidates will benefit from practice on the exercise, followed by a reading of the extract and analysis of both keys and distractors.

# SPANISH

**Paper 0530/13**
**Listening (Multiple Choice)**

| Question Number | Key |
| --- | --- |
| 1 | A |
| 2 | C |
| 3 | B |
| 4 | B |
| 5 | D |
| 6 | C |
| 7 | A |
| 8 | D |

| Question Number | Key |
| --- | --- |
| 9 | C |
| 10 | A |
| 11 | A |
| 12 | C |
| 13 | B |
| 14 | D |

| Question Number | Key |
| --- | --- |
| 15 | B |
| 16 | D |
| 17 | F |
| 18 | A |
| 19 | E |

| Question Number | Key |
| --- | --- |
| 20 | A |
| 21 | C |
| 22 | A |
| 23 | B |
| 24 | C |
| 25 | B |
| 26 | C |
| 27 | A |
| 28 | B |

| Question Number | Key |
| --- | --- |
| 29 | B |
| 30 | C |
| 31 | A |
| 32 | D |
| 33 | A |
| 34 | D |

| Question Number | Key |
| --- | --- |
| 35 | C / E |
| 36 | B / C |
| 37 | A / D |

## General comments

The recorded extracts in the paper gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

## Comments on specific questions

### Questions 1–8

The extracts were short, straightforward, contextualised sentences, in which it was necessary to focus on a single piece of information. The exercise, overall, caused little difficulty: **Questions 1–6** and **Q8** were answered correctly by all or nearly all candidates. Only on **Question 7** did a significant number (1 in 4) of candidates have difficulty which is unusual, given that parts of the body are normally not a problematic area.

### Questions 9–14

Here candidates heard a short piece of continuous speech, consisting of an announcement in a cinema club. The questions were answered correctly by nearly all (**Q2 12–13**) or around four fifths (for the remaining questions) candidates. **Q9** dealt with large numbers (key *quinientos*), which are problematic for some candidates. **Q11** was slightly innovative in format, although the language and content were appropriate for the standard. The key to **Q14** depended on the phrase *lavar los vasos*, which may have been unfamiliar to some candidates.

### Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about their school day. **Questions 15–18** all seemed to perform as expected, with the number choosing correctly nine out of ten, and stronger candidates overall performing better. On **Question 19**, the proportion responding correctly fell to four fifths. Distractor (for this item) options **A**, **B**, **C** and **F** were selected by some weaker candidates who may have failed to appreciate the paraphrases in the section of the extract relating to key option **E**. Overall, again, candidates performed fairly well in this exercise, which suggests that the multiple matching test format did not present major problems.

### Questions 20–28

In this exercise, candidates heard an interview with a person who spent Christmas in England. Although this is a familiar type of exercise the language and format of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

On **Question 20**, more than nine out of ten candidates responded correctly, appreciating the paraphrase of *practicar* in *mejorar* (key **A**) and rejecting the distraction of *en agosto* (**B**), which echoed the transcript.

**Question 21** proved less accessible, although two thirds identified the key **C** correctly, again appreciating a paraphrase (*no me importaba / le daba igual*); the two distractor options did not echo the transcript, although one was excluded by the content.

**Question 22** proved much more demanding: under half answered correctly. The key **A** depended on a paraphrase (*pasado desde Agosto / ocurrido recientemente*), while the mention of *agosto* in distractor **B**, echoing the transcript, tempted weaker candidates.

**Question 23**: was even less accessible, and only one in three candidates was able to identify key option **B**. The key content was comparatively complex and the key information came at the end of a long speech: candidates needed to understand *regaló*, as well as the phrase *que había hecho ella*. Distractor **C** was plausible, and many weaker candidates chose it.

**Question 24**: this also proved demanding, and under half could identify key **C**, which required the understanding of two sentences, including the complex phrase *no me explico por qué*. Both distractors proved popular.

**Question 25** was a much less demanding question, with the key option (**B**) including the word echo *bosque*. The distractors were plausible, but neither reflected the language or content of the transcript, and nine tenths answered correctly.

On **Question 26** only just over half of the candidates answered correctly. To choose the key **C**, they needed to spot how the option paraphrased a whole sentence in the extract. The distractors were plausible, but neither reflected the language or content of the transcript.

On **Question 27** only just over half of the candidates answered correctly choosing the key **A**. In order to do so, they had to understand a paraphrase. A sizeable minority selected distractor **C**, presumably because it appeared to echo *comprensión* in the transcript.

On **Question 28** just over half selected key **B**, which was quite a demanding paraphrase of the transcript. Distractor **A** was plausible, contained a word echo (*regalo*), and proved attractive for a sizeable number of candidates.

**Questions 29–34**

Candidates heard an interview with the organizer of transport project in México. This was an appropriately demanding exercise in content, language and format (4-option multiple choice), at this stage of the paper.

**Question 29** proved an accessible first item, with nearly three quarters choosing the key option **B**, which contained a word echo from the extract but demanded the comprehension of a complex speech. Options **A** (which echoed *Londres*) and **B** were plausible and fairly popular distractors.

**Question 30** proved more challenging, and two thirds could answer correctly: key option **C** depended on a fairly straightforward summary option, helped by the repetition of *problemas.* Distractor **A** tempted a sizeable number, with the echo of *jóvenes* from the transcript, and **B** was close to the key in meaning and needed careful thought

**Question 31** proved similarly demanding, and two thirds chose correctly. To identify key option **A** candidates had to understand the content of a paraphrase. Distractor **D** seemed to echo the wording and some of the earlier content of the transcript, and proved attractive, although it was clearly incorrect.

**Question 32** proved more challenging, in that just over half of candidates were able to appreciate how key option **D** paraphrased content, with a word echo of *profesional*. Distractor **A**, with the echo of *ordenadores*, attracted most of the remainder.

**Question 33** proved much less accessible, and only just over a quarter of candidates proved able to identify key option **A**. The key content comes in a long and complex speech which combines exposition with narrative, and all three distractors were plausible and proved attractive.

Lastly, on **Question 34** over half answered correctly, selecting key option **D** based on the paraphrase *eventos de música/conciertos.* All three distractors were plausible and in play, with options **A** and **C** echoing language and content.

**Questions 35–37**

In this exercise, candidates heard an interview with a member of an ice hockey team. For each question in this final exercise, candidates had to identify two correct statements from a choice of five. This is an appropriately demanding and challenging exercise at this stage of the paper. Candidates always need to take care on this section, because the two keys for each section may occur in any part of the speeches in the relevant section of the extract, and all three of the distractor options connect to words or ideas in the extract.

On **Question 35** fewer than half of the candidates selected key option **C**, which was a straightforward paraphrase of key information but which came at the end of the second speech in the extract, after one echo- and one concept – based distractor. For key **E**, which was more accessible, the option paraphrased (*temperaturas bajo cero / el clima*) from the extract, and nearly two thirds chose it. Distractor **D** echoed the word *carácter* and required careful.

Identifying the two key options on **Question 36** was appropriately challenging for some candidates. Just under a quarter offered key option **B**, and one third correctly chose the other key, **C**. Both keys depended on

a paraphrase with quite difficult language, especially in **C**. Distractors **D** and **E** were both plausible, depended on complex paraphrases, and were attractive to many candidates.

In **Question 37**, key option **A** was in effect a summary, and demanded close comprehension of the second speech in the section. Only a quarter identified it, probably because distractor **B** was plausible and based on a correct concept, although in the wrong aspect and so invalid. Distractor **C** contained an echo from the transcript, and also attracted a number of candidates. Key **D** was a less demanding paraphrase, as long as candidates understood *idiomas, and* six out of ten answered correctly.

Candidates appear to have become more familiar with the format of the exercise, although its complexity still needs to be borne in mind: the two sets of key information can fall anywhere in a fairly lengthy section of two complex responses to a single question. Both distractors and keys may be based on paraphrases, and candidates will benefit from practice on the exercise, followed by a reading of the extract and analysis of both keys and distractors.

# SPANISH

Paper 0530/21
Reading 21

## Key messages

To maximise their chances of success on this paper, candidates should:

- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
- Bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct.
- Be able to correctly manipulate verbs, personal, object and reflexive pronouns, and possessive adjectives to make their answers clear.
- Pay attention to agreement of number and gender between nouns and adjectives.
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Need to be unambiguous and check if their answers need a verb.
- Remember that the questions follow the order of the text.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank offers no chance of scoring a mark.
- Plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers or check them as they work through the paper.
- Write with a reasonably mainstream format of the letters. A few candidates seem to expect markers to give a squiggle the benefit of the doubt. Care is especially necessary – whether copying or transforming – where a particular vowel can change a verb ending from correct to unacceptable.

## General comments

There seemed to be a clear gradient of difficulty in the exercises. Problems in **Questions 1** or **2** often indicated errors to come in **Question 3** and thereafter. Very often a candidate who struggled slightly with **Question 4** would encounter major problems on **Question 6**. Outcomes on **Question 5** often correlated roughly with the candidate's performance on **4** and **6**.

The best responses were those which were concise and focused on the precise piece of information required to answer the question. Mistakes were predominantly in adding incorrect material attributed to too much lifting from the script. Spelling errors contributed to some lost marks. Missing accents which changed the meaning of their answer and therefore invalidated their mark (*publicó/publico, preocupó/preocupo/porque/por qué* etc.). Verbs like *parecerse, sentirse, etc.* require proper manipulation and use of the reflexive or object pronouns. Candidates that write their answers as quotes in inverted comas cannot get their marks because the answers must be written in reported speech.

Candidates who have a wide range of vocabulary and can recognise synonyms will be well equipped to tackle the exercises in this paper, in particular **Questions 3 and 5**.

## Comments on specific questions

### Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to places. Candidates needed to remember that one of the pictures was surplus to requirements. In general, candidates attempted all questions, and many gained full marks. Most candidates understood all the statements. Very rarely there was a wrong answer.

**Question 2**

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen in a town. Most candidates attempted all the questions, and many gained full marks. The statements that caused most difficulty was *(c) Quiero recomendaciones sobre hotels* and *(d) Dos equipos compiten en un partido hoy.* There was not a clear pattern of errors.

**Question 3**

Candidates read a text about a girl talking about her birthdaty. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks. Where errors did occur, this was most usually because candidates had not read the text carefully enough and went for distractors.

**(a)**    Many candidates were able to identify *una celebración pequeña en casa* in the text and went for **B** *su casa.* Candidates that did not understand went for either of the other options.

**(b)**    Many candidates chose the correct answer **C** *se despertó tarde.* Very few candidates got this question wrong.

**(c)**    There was a good understanding of *fresas y plátanos* to be the correct answer **B** *frutas* to *Para el desayuno, Alba tomó* … Some used common sense and gave **A** *tostadas* but lost the mark.

**(d)**    This was a well understood question. Most candidates were able to discard options **B** *un reloj* and **C** *unos pendientes* and answer to *Los padres de Alba le dieron.* **A** *unos libros.*

**(e)**    Most candidates who read the passage carefully and understood *Preferí el regalo de mi abuelo* went for **B** *su abuelo* to answer *El regalo favorito de Alba fue el de…*

**(f)**    This was the most challenging of all the questions. Better candidates linked *¡Le molestó mucho!* in the text with the correct answer **A** *enfadado.* Many struggled with this question *Cuando Alba ganó la partida de cartas, su hermano se sintió* and went mainly for option **B** *feliz.*

**(g)**    Candidates needed to know synonyms to answer *Lo que más le gustó a Alba fue*… properly *lo mejor fue el pastel que me hicieron* had to be linked to **A** *la tarta que comió.* It was well answered by most.

**Question 4**

**In Question 4** candidates were required to answer questions on a longer text, which in this case was an account by Marta about voluntary work she is doing to protect the environment. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to change the first person to the third when required to make their answers correct. Some of the questions could be answered with a precise lift from the text, others needed some manipulation. They had to be succinct and unambiguous to demonstrate sufficient comprehension. The questions had to be answered in the tenses they were asked.

**(a)**    Candidates understood the **Question (a)** *¿Con quién vio Marta un documental?* and gave the straightforward answer *con su hermana* that was enough to get the mark. Some included *vio Marta un documental sobre el medio ambiente* that was also correct, but the ones who did not change the possessive adjective and wrote *mi hermana* could not get the mark.

**(b)**    This question *¿Cuándo creó el grupo medioambiental Marta?* could be answered with a direct lift *hace seis meses.* However, many candidates did not understand the difference between *seis meses* and *hace seis meses* because a very common wrong answer was *seis meses.* Another frequent wrong answer was *con tres amigos* because the question word *cuándo* was confused with *con quién.*

**(c)**    Many candidates read the question *¿Qué distribuyeron los amigos de Marta?* carefully and understood the information that they needed to provide. It was well answered succinctly by many with *folletos.* Some added *por el barrio* or *que escribió Marta* or *para animar a la gente a ser más ecológica.* However, when they added only *para animar* the answer did not make sense. A

common wrong answer was *por el barrio* or *animar a la gente a ser más ecológica* which showed lack of understanding of the question words *qué* and *dónde.*

**(d) 1 and 2:** The **Question (d)** *¿Cuáles eran los consejos del grupo ecologista?* was challenging. Most candidates located the correct part of the text and understood the question and had no difficulty in answering **part 2** *usar los contenedores de reciclaje*. However, **part 1** required manipulation of the text *tenemos un sistema muy bueno de transporte público en esta ciudad, y hay que utilizarlo.* It was one of the questions that was tackled least well. Better candidates were able to answer *usar transporte público*. Many simply answered *en esta ciudad hay un sistema muy bueno de transporte público* but did not say that the advice was to use it. Candidates needed to include the infinitives of *usar/utilizar* to answer the question. Some answered simplly *hay que utilizarlo* but made no reference to what they were talking to.

**(e)** This **Question (e)** *¿Por qué se sentía pesimista Juana*? was tackled well by most candidates. It could be accurately answered with a simple lift (porque) ella pensaba que no iban/iban a cambiar nada. Pensaba que no <u>íbamos</u> a cambiar nada was a very common answer, showing how candidates had simply lifted from the text without changing their answer into the third person which was of course, rejected by the mark scheme. Candidates have to be careful with the question work por qué 'why', that in the answer it has to be changed into porque 'because'. They have different meanings.

**(f)** This **Question (f)** *Para su nuevo proyecto, ¿cómo invitó a participar a sus compañeros de clase Marta?* Another challenging question for many candidates, as although they were able to identify the correct answer, many were unable to manipulate the verb, with incorrect answers such as '*publiqué/publiquo/publico* being written instead. The importance of accents must be highlighted to candidates as any ambiguity will result in the mark not being awarded as was the case with this question *publico/publicó*.

**(g)** The question *¿Dónde quedan los miembros del grupo para ir al parque*? could be answered with a direct lift enfrente del instituto. Some added y desde allí van caminando juntos hasta el parque. Alternative answers such as delante del instituto was also being accepted. However, when candidates omitted changing the verb from vamos to van they lost the mark.

**(h)** *¿Cuántas personas forman parte del grupo ahora?* was well handled by most candidates. The question could be answered with only one word *40.* Some wrote *cuarenta,* some wrote both *40/cuarenta*. A common error was *12* because some candidates missed the word *ahora* not at the beginning.

**(i)** This question *Según Marta ¿por qué es más fácil tener equipos distintos?* was a straight forward question that could be answered with a direct lift *cada uno limpia una zona diferente del parque.* It was well answered by most.

**(j)** All that was needed to answer the question *¿Cómo se siente Marta con respecto a su trabajo voluntario?* was a well handle by many. Lifting the word *orgullosa* was enough. Some wrote *está muy orgullosa*. If they did not change the verb from *estoy* to *está* they lost the mark. Candidates that changed the verb *estar* to *ser* and wrote *es orgullosa*, also lost the mark. *Siente orgullosa* was also not accepted as candidates had omitted the use of the reflexive pronoun *se*. Some candidates added *de lo que hemos conseguido*, which invalidated their answer because *hemos* should have been changed to *han*.

**(k)** To answer the question *En el futuro, ¿qué esperan hacer los miembros del grupo para mejorar su barrio?* It was enough to pick up *reducir el uso de plástico*, the ones who added *entre sus vecinos* got the mark because they adjusted the possessive adjective *nuestros* to *sus*. A common wrong answer was *No van a seguir haciendo lo mismo* or *van a seguir haciendo lo mismo* that did not answer the question.

**Question 5**

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who wanted to go on holidays. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit offer for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in

this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. There was a range of answers. It was not uncommon for candidates to achieve less than 5/5.

**(a)**     In order to select **option 4** candidates needed to understand the references to *SILVIA* who wanted to go to a place where her small children could swim while she sunbathed. A common wrong answer was **option 6** but it was not a suitable place for children.

**(b)**     There was a mixed response to this question. Candidates needed to read the texts carefully to fully understand the references to *MIGUEL* wanting to go round the city but actively, therefore **option 8** that offered a cycling city tour was the correct choice. Many candidates went for **option 1**, but they missed that he wanted to explore the city.

**(c)**     Candidates that got it right made the link between *MARICARMEN* who wanted a historical city with no guided tour and **Option 7** that precisely offered that. Many went for **option** 1 but she wanted something educational.

**(d)**     The best candidates went for **option 6.** They were able to understand that *LOLA* who could only take a trip during the morning had no other option for a nature trip. The most chosen wrong answer was **option 1** but it was for the whole day.

**(e)**     Good candidates correctly selecting **option 3.** They understood that *CRISTIÁN* needed something to suit his young son, and a bus drive was the best option. Many went for **option 5** because it was a museum that offered activities for children, but the boy did not like museums.

## Question 6

Candidates were required to answer questions on a longer, more demanding text about a boy who climbed a tree in order not to miss his school lessons. Candidates were required to write short answers in Spanish. Responses need to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and accurately. it is important to note that for **parts (a)**, **(b)** and **(c)**, the candidate needed to answer the question in the past tense for them to be awarded the mark. The question gave a clue on the way the answer should be framed regarding tenses.

**(a)**     Candidates who understood the question *¿Por qué los estudiantes de la aldea no pudieron viajar a clase*? gave the answers with a direct lift hubo unos problemas con las carreteras or simply problemas con las carreteras. Given that the question was in the past tense a reply in the present was not accepted. Common wrong answers were no podían ir al instituto, no cuenta con servicio de internet en casa, or las escuelas mandaran a los alumnos a estudiar en línea.

**(b)**     The next question Al principio, *¿cómo se sintió Fernando al no poder viajar al instituto*? was well understood and most gave the correct answer se preocupó mucho changing me to se. Other possible answers were se sintió preocupado, le/lo preocupó mucho. Many candidates answered with preocupó without the appropriate reflexive pronoun, which invalidated their answer or the accent on preocupo that turned it into the present tense. There were other unacceptable answers such as se sintió preocupo other unrelated like No sabía cómo iba a acceder a mis clases, no cuenta con servicio de internet en casa or nada iba a interrumpir mis estudios.

**(c)**     Most candidates were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿Por qué podía Fernando conectarse desde el árbol?* candidates had to lift *Era el único lugar donde su celular tenía conexión inalámbrica.* Shorter answers such as *su celular tenía conexión inalámbrica* or *celular tenía conexión* were also correct. Common wrong answers were *interrumpir mis estudios, la rama más alta, Fernando no cuenta con servicio de internet en casa* which showed they did not understand what had been asked.

**(d) 1 and 2** The answers to the question *¿Qué artículos llevaba puestos Fernando cuando estudiaba desde el árbol?* were easy to locate in the text but challenging to answer to many mainly because they did not understand the expression *llevar puesto* to wear as opposed to *llevar* to take. The correct answers were *gafas de sol* and *sombrero* but many went for other things he took *celular, cuaderno, lápiz* or *libros*.

**(e)**     Not all candidates understood the question *¿Por qué necesita sacar buenas notas Fernando?* Good candidates answered para ser ingeniero. Those who lifted phrases such as sacrificio vale la

pena para realizar nuestros sueños, Sin las mejores notas or será imposible lograr esto did not answer the question. Also el mío es ser ingeniero failed to answer the question asked. It should be noted that this part of the question needed to be answered in the present tense and quería ser ingeniero was not awarded the mark.

**(f)** *¿Cuál fue la primera reacción de Juancho al ver a Fernando?* saw a mixture of responses and insecure spellings. Most candidates located the correct part of the text but not all were able to change the pronoun to *Le sorprendió mucho*; *sorprendido* was also accepted. *Sorprendió* was a common answer which was not awarded the mark as the object or reflexive pronoun *se/le* had been omitted. Other acceptable answers included *se ha sorprendido/estaba sorprendido/sorpresa.*

**(g) 1 and 2** This question Según Juancho, *¿cómo es Fernando*? was challenging to many because it required more manipulation of the text. The correct answers were listo and disfruta trabajando or trabajador. Some went for le pareció muy listo but only got the mark if me was changed to le. However, many did not understand the text and went for perezoso, en vez de ser perezoso or lifted admiro a los que disfrutan trabajando and did not get the mark. Se siente listo was rejected too. For **part 2** acceptable answers included disfruta trabajando/le gusta trabajar/disfruta el trabajo/admirable como trabaja. However, disfruta trabajar and le gusta trabajando were not awarded the mark.

**(h)** The question *¿Dónde leyeron los periodistas la historia de Fernando?* was also difficult to many candidates. Most candidates understood the interrogative *¿Dónde*? but only better ones answered *en las redes sociales*, other added *en una descripción de su padre en las redes sociales.* A number lifted *su padre decidió tomarle una foto para subirla a las redes sociales* that was not answering the question. The shorter version *a las redes sociales* or *sobre las redes sociales* was also rejected.

**(i)** This question *¿Cuántas veces ha aparecido Fernando en un diario nacional?* was answered well by the ones who paid attention to the question word and provided a number as the answer *tres veces* or simply *tres.* The direct lift *por tercera vez* did not answer the question and no mark was awarded.

# SPANISH

Paper 0530/22
Reading 22

## Key messages

To maximise their chances of success on this paper, candidates should:

*   ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
*   bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct.
*   be able to correctly manipulate verbs, personal, object and reflexive pronouns, and possessive adjectives to make their answers clear.
*   pay attention to agreement of number and gender between nouns and adjectives.
*   check the tenses in which questions are asked to answer in the corresponding tenses.
*   need to be unambiguous and check if their answers need a verb or a preposition to make sense. i.e. dónde has to be answered using a preposition.
*   remember that the questions follow the order of the text.
*   aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank offers no chance of scoring a mark.
*   plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers or check them as they work through the paper.
*   write with a reasonably mainstream format of the letters. It is difficult to give a squiggle the benefit of the doubt. Care is especially necessary – whether copying or transforming – where a particular vowel can change a verb ending from correct to unacceptable (e.g. **4(g)**).

## General comments

There seemed to be a clear gradient of difficulty in the exercises. Problems in **Questions 1** or **2** often indicated errors to come in **Question 3** and thereafter. Very often a candidate who struggled slightly with **Question 4** would encounter major problems on **Question 6**. Outcomes on **Question 5** often correlated roughly with the candidate's performance on **4** and **6**. So the paper appeared to be working exactly as it should and was certainly covering the extremes of the anticipated range of ability among the candidates. The best responses were those which were concise and focused on the precise piece of information required to answer the question. Mistakes were predominantly in adding incorrect material attributed to too much lifting from the script. Spelling errors contributed to some lost marks. Missing accents which changed the meaning of their answer and therefore invalidated their mark (acepto/aceptó, etc.). Verbs like *parecerse, sentirse, etc.* require proper manipulation and use of the reflexive pronouns. Candidates that write their answers as quotes in inverted comas cannot get their marks because the answers must be written in reported speech.
Candidates who have a wide range of vocabulary and can recognise synonyms will be well equipped to tackle the exercises in this paper, in particular **Question 5**.

## Comments on specific questions

### Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to school objects Candidates needed to remember that one of the pictures was surplus to requirements. In general, candidates attempted all questions, and many gained full marks because candidates understood all the statements. The trickiest for the candidates was **B** *Me encanta este estuche para lápices* that not all candidates recognised.

**Question 2**

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen in a park. Most candidates attempted all the questions, and many gained full marks. The statements that caused most difficulty were *(a) Aquí aprendo a montar a caballo.* Not everybody recognised *Clases de equitación* and went for any of the other statements.

**Question 3**

Candidates read a text of a girl talking about her visit to a local museum. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks. Where errors did occur, this was most usually because candidates had not read the text carefully enough.

**(a)** *Ayer, Paloma pasó el día con*…Most candidates were able to identify *compañeros de clase* in the text and went for **C** *estudiantes.*

**(b)** *Ayer, la visita al museo fue...*Many candidates chose the correct answer **B** *interesante.* They were able to link it with *divertido* in the text to choose the correct answer.

**(c)** There was a good understanding of this question *¿Cómo es el edificio del museo?* candidates went for the correct answer **A** *nuevo* because they linked it to *solo tiene un año.*

**(d)** *En el museo, a Paloma le gustó más ...*was well answered by most. Even when there was a reference to *plato* and *copa* in the text, most understood *objeto preferido* and went for **B** *un vaso.*

**(e)** Candidates needed to know synonyms to answer the question *Según Paloma, las camisetas...* properly. They linked *demasiado caras* in the text with **C** *costaban bastante dinero.*

**(f)** The question *Después de visitar el museo, Paloma....* Better candidates were able to link *unos pasteles* with **A** *comió algo.* Some went for **C** *fue a la farmacia*, even when there was nothing in the text to link it with.

**(g)** *Hoy, Paloma va a...* was the most challenging of all the questions. Better candidates understood *no tengo que ir al instituto* and *no voy a salir* and chose **A** *estar en su casa.* Candidates went for either of the two distractors.

**Question 4**

In **Question 4** candidates were required to answer questions on a longer text, which in this case was an account by Eduardo and his grandfather and friends cleaning a polluted beach. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to change the first person to the third, when required, to make their answers correct. Some of the questions could be answered with a precise lift from the text, others needed some manipulation. They had to be succinct and unambiguous to demonstrate sufficient comprehension. The questions had to be answered in the tenses they were asked.

**(a)** Candidates located the correct part of the text for the question *¿Con qué frecuencia limpia la playa Paco, el abuelo de Eduardo?* but not all read it well enough to answer about the grandfather. The answer was *va todos los días* modifying the verb from plural to singular because the question was about the grandfather, not his friend. Another common wrong answer was *los sábados y domingos* but those were the days when *Eduardo* could go. Some candidates did not understand the question *con qué frecuencia* and thought it to means *con quién*, a common wrong answer was *con sus amigos*.

**(b)** This question *Según Eduardo, ¿qué están haciendo otros jóvenes cuando él ayuda a su abuelo?* could be answered with a direct lift *están durmiendo* or simply *durmiendo* or *dormir*. Others went for the full phrase *probablemente están durmiendo a esas horas.* Though, some did not understand the question and gave answers such as *después de una noche de fiesta* or *me encanta ayudar*

**(c)** Many candidates read the question carefully and understood the information that they needed to provide. The question *¿Cuándo ayuda la hermana de Eduardo en la playa normalmente?* answered with a direct lift *los días que no tiene partido de baloncesto.* However, many wrote *los*

*días que Eduardo no tiene partido de baloncesto* and lost the mark, obviously misreading the text because he went on weekends.

**(d) 1, 2**    The question *¿Cómo es el clima donde vive Eduardo?* was well answered by most. The ones who understood the question word gave answers with direct lifts *hay vientos fuertes* or *vientos fuertes* and *llueve, llueve bastante* or complete sentence *llueve bastante durante algunos meses.* Though, some did not understand the text and answered *más odio* or *odio* an lost the mark.

**(e)**    This question *¿Qué actividad hacía el abuelo de Eduardo cuando empezó a ver cada vez más basura?* was one that was tackled least well in this exercise. It could be accurately answered with a simple lift *pescaba.* However, many went for *aumentaba la basura en el mar* or *recoger la basura* showing lack of understanding of the question and the text.

**(f)**    This question *(f) ¿Por qué tiene tiempo para limpiar las playas el abuelo de Eduardo?* was challenging to many. Candidates had to understand that the question word *¿Por qué?* required a reason. The ones who copied the statement *(porque) está jubilado* got the marks when they made the correct adjustments from the plural to the singular and from *por qué* to *porque.* The ones who answered *El abuelo y sus amigos están jubilados* also got the mark. Common wrong answers were *El abuelo y sus amigos pueden dedicarle las horas necesarias* or *decidieron organizarse para recoger la basura.*

**(g)**    The question *¿Qué tipo de basura es más normal encontrar?* could be answered with a direct lift *botellas de plástico,* some added *botellas de plástico que trae el mar, botellas* alone was not enough. Most candidates answered this question well.

**(h)**    *¿Qué piensa Eduardo cuando su abuelo dice que nunca encuentran objetos de valor?* was challenging to many candidates. The ones who read the question carefully realised that an opinion was required. A lift changing the pronoun was enough *le parece divertido.* The verb *parecer* had to be used with the pronoun, if not it meant to look alike and the mark was not awarded. Some candidates did not understand the question and answered things like *nunca ven dinero ni collares de oro*.

**(i)**    The question *¿Cómo se sentían Eduardo y los otros después de recoger las sandalias de la playa?* was not always understood. The question word gave a clue of the answer required. A lift of *agotados* was enough. Some lifted *Estábamos agotados* and lost the mark because the verb was left in the first person. Likewise, *agotados, porque les llevó muchas horas limpiar todo* only got the mark when *nos* was changed to *les.* There was no shortage of candidates who answered *se habían caído de un barco.* There were a number of *se sienten útil limpiando* because they misread the question.

**(j)**    All that was needed to answer the question *¿Por qué no pudo ir Eduardo a limpiar la playa un día?* was a lift *tuvo un resfriado fuerte* changing the verb in the first person to the third to get the mark. However, many misread the passage and went for *tiene exámenes* and lost the mark.

**(k)**    To answer the question *¿Dónde va a hablar Eduardo pronto?* was well answered by many lifting *en la radio.* Weaker candidates went for *va a entrevistar un periodista* that did not answer the question.

**Question 5**

Candidates were required to match a series of eight comments about films people have seen with their descriptions. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of comments about the films and the descriptions given. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. There was a range of answers. It was not uncommon for candidates to achieve less than 5/5. There was no obvious pattern of mistakes in any of the choices.

**(a)** There was a mixed response to this question. Candidates needed to read the texts carefully to fully understand the comments made by *JULIANA* about the scenery that reminded her of the childhood in a farm to link it with **option 5 *Bajo las estrellas***. Perhaps this was the question that caused most difficulty to the candidates.

**(b)** In order to select **option 2 *En marcha*** candidates needed to understand the comments made by *ÓSCAR* who worked in an industrial area with the comments about characters working in a factory.

**(c)** Candidates that made the link between *JAVIER* who saw a film that took place two centuries ago with **option 3 *La luz del día*** that was located in the past. There was no clear pattern of mistakes.

**(d)** The best candidates went for **option 7 *Lío en casa*.** They were able to understand that *TAMARA* wanted a comedy and that was this option.

**(e)** Good candidates correctly selecting **option 3 *Lo nuestro*** because they understood that *EVA* was interested in pollution and she chose a documentary about the topic.

**Question 6**

Candidates were required to answer questions on a longer, more demanding text about two friends who set up an online clothes shop. Candidates were required to write short answers in Spanish. Responses need to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and correctly. Frequently the question gave a clue on the way the answer should be framed regarding tenses.

**(a)** *¿Cuándo se empezó a vender la ropa de Diseños Garza en otros países?* most candidates located the correct part of the text but the ones who understood the question gave the answers with a direct lift *en los últimos cuatro meses* or *hace cuatro meses*. The answer *cuatro meses* was not enough to get the mark. A common wrong answer was *hace tres años.*

**(b)** Most candidates were able to find the correct part of the text, however many encountered difficulties here. To answer *¿Quiénes consiguen los materiales para hacer la ropa?* candidates had to extract from the whole paragraph the information. Either *Sandra y Melania* or *estas dos mujeres*. Many went for *un grupo de 10 empleados.* Others copied *El negocio lo forman estas dos mujeres* that did not answer the question. Another common error was *compran la lana y el algodón.*

**(c) 1, 2** The next question *Para Sandra y Melania, ¿qué era lo malo de trabajar en la tienda?* proved very tricky and there was a failure to understand what was asked or to expressed it correctly. Good candidates answered *estaban (bastante) hartas del horario* and *no les gustaba lo que se vendía allí*. Many did not change the verbs and pronouns from the first to the third person. Others answered *les gustaba lo que se vendía allí* which was opposite of what they said. Other common wrong answers were *el sueldo* and *ser sus propias jefas* that showed lack of understanding of the text.

**(d)** The question word *¿Dónde estaba Sandra cuando tuvo la idea de poner un negocio?* gave the clue that the answer required a place. Best candidates were able to write *en su boda* and got the mark *boda* alone was not enough. Weak candidates completely missed the answers going for *en una tienda de ropa*, *hizo su propio vestido, crear la empresa*.

**(e)** *(e) ¿Qué hizo Melania cuando Sandra le sugirió poner un negocio juntas?* could be answered with a direct lift *aceptó de inmediato.* Not all understood the question and went for other parts of the text such as *usaron sus ahorros* or *estaba emocionada* or *tenían miedo.*

**(f) 1, 2** Not all candidates understood the question *Cuando empezaron su empresa, ¿qué les preocupaba a Sandra y a Melania al principio? Menciona **dos** cosas.* The ones who read the text more thoroughly were able to answer with two direct lift *no tener éxito* and *llevarse mal.* If they lifted the whole comparative sentence it had to be adjusted to answer the question properly *tanto no tener éxito como llevarse mal*. A common wrong answer was *no tenían motivos*, others went for other parts of the text like *su, a ropa gustó mucho desde el principio* or *estar satisfechas con nuestro trabajo.*

**(g)**     This question *¿Qué les importa poco a Sandra y Melania?* could be answer with *hacerse ricas* modifying the pronoun *nos* to *se*. However, many did not understand the question and gave answers such as *tienen un contacto muy personal con los clients* and *es estar satisfechas con nuestro trabajo*.

**(h)**     The question *Si quieres comprar ropa de Diseños Garza, ¿para qué es necesario escribir a la empresa?* was also difficult to many candidates. Not all candidates understood that the interrogative *¿para qué?* required a reason. The accurate answer was *para saber el precio.* Some located the section of the text but answered *para saberlo* that did not answer the question. There was a range of other wrong answers like *Sandra y Melania tienen un contacto muy personal con los clientes, le sacan fotos que suben a una red social, crean la ropa* that showed lack of understanding of what was asked.

**(i)**     This question *¿Por qué está siempre de moda la ropa de Diseños Garza?* could be answered with a direct lift *Es de un estilo tradicional que no se pasa de moda* or simply *Es de un estilo tradicional.* Most candidates could tackle this question properly. Frequent wrong answers were *son diseños únicos*, *proteger el medio ambiente* or *pocas unidades de cada pieza* that showed poor comprehension of the text.

# SPANISH

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> **Paper 0530/23**
> **Reading 23**

## Key messages

To maximise their chances of success on this paper, candidates should:

- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
- Bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct.
- Be able to correctly manipulate verbs, personal, object and reflexive pronouns, and possessive adjectives to make their answers clear.
- Pay attention to agreement of number and gender between nouns and adjectives.
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Need to be unambiguous and check if their answers need a verb or a preposition to make sense.
- Remember that the questions follow the order of the text.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank offers no chance of scoring a mark.
- Plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers or check them as they work through the paper.
- Write with a reasonably mainstream format of the letters. A number of candidates seem to expect markers to give a squiggle the benefit of the doubt. Care is especially necessary – whether copying or transforming – where a particular vowel can change a verb ending from correct to unacceptable (e.g. 6**(g)**).

## General comments

There seemed to be a clear gradient of difficulty in the exercises. Problems in **Questions 1** or **2** often indicated errors to come in **Question 3** and thereafter. Very often a candidate who struggled slightly with **Question 4** would encounter major problems on **Question 6**. Outcomes on **Question 5** often correlated roughly with the candidate's performance on **4** and **6**. One or two seemingly gave up at the end of **Question 6**, but fewer than it might have been expected: the last text was clearly accessible to nearly all, at least in terms of initial reading. So, the paper appeared to be working exactly as it should and was certainly covering the extremes of the anticipated range of ability among the candidates.

The best responses were those which were concise and focused on the precise piece of information required to answer the question. Mistakes were predominantly in adding incorrect material attributed to too much lifting from the script. Spelling errors contributed to some lost marks. Missing accents which changed the meaning of their answer and therefore invalidated their mark (*donará/donara* etc.). Verbs like *parecerse, sentirse, etc.* require proper manipulation and use of the reflexive pronouns. Candidates that write their answers as quotes in inverted comas cannot get their marks because the answers must be written in reported speech. Candidates who have a wide range of vocabulary and can recognise synonyms will be well equipped to tackle the exercises in this paper, in particular **Questions 3 and 5**.

## Comments on specific questions

### Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to housework. Candidates needed to remember that one of the pictures was

surplus to requirements. Most candidates understood all the statements they attempted all questions, and many gained full marks.
**Question 2**

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen at a concert hall. All candidates attempted all the questions, and many gained full marks. The statement that caused most difficulty was *(a) No puedo entrar a la sala con la mochila.* Good candidates went for **F** *Deje aquí su bolso*, a few chose **D** *Apague el móvil,* There seemed to confuse *móvil* and *mochila*.

**Question 3**

Candidates read a text about a boy talking about his secondary school. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks. Where errors did occur, this was most usually because candidates had not read the text carefully enough.

**(a)**    *El instituto de Julián...* Many candidates were able to identify *antiguo* in the text and went for **B** *es bastante viejo.*

**(b)**    *Los compañeros de Julián son...* Many candidates chose the correct answer **C** *agradables* linking it to *simpáticos* in the text. However, some went for **B** *perezosos.*

**(c)**    *Julián ayuda a su mejor amigo...* There was a good understanding of this question that said *los viernes, ayudo a mi mejor amigo con sus deberes,* so candidates went for the correct answer **A** *una vez a la semana.* Some went for **C** *todos los días.*

**(d)**    *En el colegio de primaria, Julián pensaba que las matemáticas eran...* Candidates needed to link *no las entendía* to **A** *difíciles* to choose the right answer.

**(e)**    *Según Julián, Alejandro…*Most candidates who read the passage carefully and understood *explica muy bien y nunca grita* went for **B** *es buen profesor.*

**(f)**    *En el futuro, Julián quiere dar clase de...* Candidates knew synonyms could recognise *idiomas* in the text and linked it to the correct answer **A** *lenguas.*

**(g)**    *Según Julián, un profesor de universidad...* This was the most challenging of all the questions. Better candidates were able to link *está mejor pagado* with **B** *gana más dinero* and got the mark. A frequent wrong answer was **C** *trabaja menos horas.*

**Question 4**

**In Question 4** candidates were required to answer questions on a longer text, which in this case was an account by Emilio about the use of the bicycle in Colombia. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to change the first person to the third when required to make their answers correct. Some of the questions could be answered with a precise lift from the text, others needed some manipulation. They had to be succinct and unambiguous to demonstrate sufficient comprehension. The questions had to be answered in the tenses they were asked.

**(a)**    Candidates understood the question *¿Cómo es la bicicleta de Emilio?* and gave the straightforward answer *buena* or *bastante buena* that was enough to get the mark. Some answered *bici de montaña* because they did not read the text carefully enough because he did not have it yet, and others did not understand and answered *en el ascensor.*

**(b)**    This question *¿Con qué frecuencia solía ir Emilio al gimnasio antes?* could be answered with a direct lift *tres días a la semana*. Most candidates handled it well.

**(c)**    *¿Quién le dio a Emilio la primera bici que tuvo?* Many candidates read the question carefully and answered *su tío*. Some wrote *mi tío* and lost the mark because the possessive adjective was in the wrong person. A frequent wrong answer was *su primo* or *mi primo.*

**(d) 1 and 2** The question *¿Cómo se siente Emilio cuando monta en bici?* was challenging. Most candidates located the correct part of the text but the manipulation of the text in the first person to the third was

difficult to many candidates. *Me relaja* and *me siento libre* in the text were changed to *se relaja* and *se siente libre* by good candidate. These options were also accepted *le/lo relaja* and *libre*. A range of answers such as *enseguida aprendí a usarla* showed lack of understanding.

**(e)**     This question *¿Por qué usan el transporte público Emilio y sus amigos cuando salen?* was not answered well in this exercise. The correct answer was *evitan atascos*. However many wrote *evitamos atascos* without changing the ending of the verb or *atascos* that was not enough.

**(f)**     This question *Para Emilio, ¿cuál es la mayor ventaja de utilizar su bici?* was challenging to many who gave as an answer *descubre lugares que nunca he visto antes* but did not read the text well enough because they missed *lo mejor es que puedo ahorrar*. The correct answer was *puede ahorrar* with the verb in the third person.

**(g)**     The question *¿Qué piensa hacer Emilio en los próximos días?* was the one tackled least well in this exercise. There was a range of answers like *comprar un coche* or *visitar a su familia de Medellín,* things he is planning to do next year. Others went for *está entrenando* which he was doing then but the right answer was *participar en una carrera local.* Candidates have to pay more attention to the time reference like *el año próximo* and *en estos momentos* that would have helped them with this answer.

**(h)**     *Según Emilio, ¿por qué pasan los accidentes en Bogotá?* was well handled by many candidates who lifted *alguna gente no respeta las normas* and got the mark. Some went for *Entrenar en ciudades grandes es arriesgado* and lost the mark.

**(i)**     This question *Según Emilio, ¿a qué hora del día hay menos posibilidad de accidentes en Bogotá?* was very difficult for some candidates who did not the read the text carefully enough. The correct answer was a direct lift *antes de las ocho de la mañana.* Many gave as an answer *a las ocho de la mañana* and lost the mark.

**(j)**     All that was needed to answer the question *¿Qué intenta hacer el Ayuntamiento de Bogotá con su nuevo proyecto?* was a lift *fomentar el uso de la bici* that was enough to get the mark. Some lifted more and answered *quiere fomentar el uso de la bici en la ciudad* but the short answer was enough. However, when the answer was *el uso de la bici* it was not enough because they did not explain what the *Ayuntamiento* wanted to do with the bicycles.

**(k)**     To answer the **Question (k)** *¿Dónde se puede encontrar información sobre rutas para un ciclismo seguro?* the best was to lift *en una aplicación*. Some went for *Se puede descargar para compartir experiencias* but that did not answer the question and lost the mark.

## Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who wanted to choose a restaurant. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit offer for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. There was a range of answers. It was not uncommon for candidates to achieve less than 5/5.

**(a)**     There was a mixed response to this question. Candidates needed to read the texts carefully to fully understand that NOEMÍ wanted a quiet place to go on Saturday to go for **option 4** *Restaurante Sofía tranquilo y acogedor.* Some went for **option 6** with similar characteristic but closed on Saturdays.

**(b)**     candidates needed to understand the references to *ROSANA* who wanted to taste many different dishes to select **option 8** *más de 30 platos calientes de todo el mundo.* A common wrong answer was **option 2** that had a similar offers but was at the outskirt and she wanted something at the city centre.

**(c)**     Candidates that made the link between *LEO* who somewhere to eat at midday in the countryside went for **option 5** that precisely offered that. The ones who went for **option 8** did not realised that that restaurant was in the city centre.

**(d)**    This was one of the best answered of the whole exercise. The best candidates went for **option 3** *comer viendo el lago desde nuestra terraza*. They were able to understand that *DAMIÁN* wanted *un restaurante al aire libre donde podamos mirar el paisaje*. There was a wide range of wrong answers.

**(e)**    Good candidates correctly selecting **option 7.** They understood that *MARTINA* for her birthday celebration she wanted to *un restaurante lujoso que mire hacia la costa*. Ther was no clear pattern of mistakes.

**Question 6**

Candidates were required to answer questions on a longer, more demanding text about a couple who refurbished empty house in their village to rent out. Candidates were required to write short answers in Spanish. Responses need to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and accurately. Frequently the question gave a clue on the way the answer should be framed regarding tenses.

**(a)**    candidates who understood the question *¿De qué está hecha la casa de Camilo y Flor María?* gave the answers with a direct lift *de piedra* but many answered *en lo alto de una colina*, obviously not understanding the question.

**(b)**    The next **Question (b)** *¿Por qué a Flor María le gustaría tener vecinos?* was located correctly but poorly answered. Best candidates gave the correct answer *Camilo habla poco a veces,* changing the verb from the first to the third person because the answer required manipulation of the verb. However, many did not include *Camilo/el marido* that was necessary for the answer to make sense. Other accepted answer was *le gustaría hablar con los vecinos.*

**(c) 1 and 2** Most candidates were able to locate the correct part of the text for the question *¿Qué se oye por las mañanas desde la habitación de Camilo y Flor María?*, and it was well answered by most. The most common answers were *los pájaros cantar* and *el agua del río correr* but *los pájaros* and *el río corer* were equally accepted.

**(d)**    The answers to the question *¿Adónde fue a vivir el hijo más joven de Camilo y Flor María?* was easy to locate in the text but challenging to answer to many. The response required was *a la ciudad* but many went for *el pueblo* showing lack of understanding of the text.

**(e)**    This answer *¿Para qué van los hijos de Camilo y Flor María a verlos al pueblo?* could be answer with a direct lift but manipulating the verb from the first to the third person plural. *para asegurarse de que están bien.* Many did not understand the question and went for answers like *en busca de una vida mejor en la ciudad*.

**(f) 1 and 2** Most candidates understood the question *¿Qué le gusta hacer a Camilo en su tiempo libre?* and reading the text carefully were able to answer with direct lifts *de tomar el sol fuera* and *ver las noticias en su vieja tele*. The short answers *tomar el sol* and *ver las noticias* was enough to get the marks.

**(g)**    This question *¿Qué harán Camilo y Flor María con las casas del pueblo que se están arreglando*? lent itself to a number of answers las alquilarán, alquilarlas, mejorarlas, turismo rural. They were all accepted as correct answers. Many candidates had problems with the future tense and the use of accents.

**(h)**    The question *¿Dónde pueden ver los turistas si las casas del pueblo están libres*? also lent itself to several answers en una página de internet or en internet were the most frequent, but en una lista de gente que se alojará allí was also accepted.

**(i)**    This question *¿Cómo ayudará Camilo a las escuelas de su zona si su negocio va bien?* could be answered with a direct lift *donará dinero a algunas escuelas* but the verb had to be changed from first to third person. Because the question was in the future the answer required the same tense but *va a donar dinero* was also accepted as well as *donando dinero.* Though, *comprando material escolar* was rejected because he was not going to do the purchasing.

# SPANISH

> **Paper 0530/03**
> **Speaking**

## Key messages

- Teacher/Examiners should familiarise themselves with the scripts of the role play and topic conversations before beginning any 'live' speaking tests and must adhere to scripts as set out in the Instructions for Teacher/Examiners booklet.

- Teacher/Examiners can repeat any role play question if the candidate has not understood or did not hear but must not rephrase or replace any of the role play questions.

- In the topic conversations where there is a two-part question, teacher/Examiners must pause as indicated to allow candidates to respond to the first part. They should use the alternative questions in **Questions 3**, **4** and **5** if the candidate cannot answer the initial question after repetition of the question. They can repeat the alternative question once if necessary.

- In the interests of fairness to all candidates, teacher/Examiners should adhere to the timings for the two topic conversations. If the topic conversations last 3½ minutes or less, teacher/Examiners should use **up to two open-ended further questions**, on the same topic, to make sure the conversations last 4 minutes.

- During the topic conversations, teacher/Examiners may use extension questions if candidates answer briefly. They can encourage a fuller response by asking candidates extension questions/prompts such as, *Háblame un poco más sobre…, ¿Qué más me puedes decir sobre…? ¿Puedes decirme algo más (sobre eso)?* When used effectively, of extension questions provide candidates the opportunity to develop, justify and explain their responses and thereby access higher marks.

- Candidates should be encouraged to learn and use verb forms accurately, in particular present, past and future. They should learn and be prepared to use a range of vocabulary to discuss the topics on the syllabus.

- Centres should take note of the comments on the Report to Centres.

## General comments

To be read in conjunction with the Instructions for Teacher/Examiners booklet (October/November2023).

Centres uploaded the correct sample size for moderation. The recording quality was variable. Prior to the speaking test, centres should position the microphone correctly, check the recording settings and ensure that the room where the test will take place is quiet. It is essential that centres check the quality of the recordings prior to uploading onto the Submit for Assessment portal. Teachers/Examiners should check that they have uploaded all the necessary documents (the working mark sheet (WMS) with the candidate names, allocated card and marks awarded).

Teacher/Examiners should follow the randomisation instructions in strict order (page 14 and 15). Each candidate's speaking test must contain an introduction with the centre and syllabus details, the exam series/year and name of examiner at the beginning of the recording. The teacher/Examiner should announce their name, the candidate's name and number, the candidate card number and the date on which the test is conducted before each speaking examination.

Where centres make use of digital recording software, they should save each candidate's file individually as an .mp3 file. The digital file for each candidate's test must be named clearly, using the following convention: centre number_candidate number_syllabus number_component number.

Centres should check that the file that they have uploaded onto the Submit for Assessment portal corresponds to the correct candidate.

**Teacher/Examiners are reminded that once a test has started, the recording must run without interruption and must <u>not</u> be stopped at any point during the test.**

In most cases, Teacher/Examiners completed the working mark sheets correctly, and uploaded them onto the Submit for Assessment portal. Teacher/Examiners need to enter the candidate name, candidate number, role play card number, topic conversation numbers and a mark in each column. The name of the teacher/Examiner conducting the speaking test should be legible. Teachers/Examiners are encouraged to use the electronic WMS forms.

## Comments on specific questions

### Role Plays

Teachers/Examiners should set the scene for the role play scenario exactly as it is printed in the instruction booklet. In the role plays, candidates should focus on communicating the required information. In two part questions, teachers/Examiners must pause as indicated to allow candidates to respond to each part. Where candidates do not understand a question or do not hear the question, teachers/Examiners can repeat the question to give candidates the opportunity to work for the available marks. They must not rephrase or replace the question.

Very few candidates were awarded zero marks (no creditable response). Short responses to questions one and two of the role plays were perfectly acceptable. Candidates do not need to provide additional information beyond what they have been asked. If candidates use an incorrect tense, an incorrect subject of the verb or omit part of a question, they cannot be awarded two marks for the response.

The majority of role plays were completed well by candidates. Questions with *'cómo'* and *'quién'* appear to cause most difficulties for candidates. Candidates who have already provided an explanation in questions where there is a *'por qué'* task following a pause, do not need to be asked for this information again. **Questions 4** and **5**, which required candidates to use a past or future time frame, tended to cause more problems for weaker candidates.

### Role play 1

### Question 2

Many candidates did not know '*tarjeta de crédito*' or '*en efectivo*'.

### Question 4

Some candidates explained how they had travelled and not what they had done.

### Role play 2

### Question 2

Candidates mostly understood *'¿dónde?'* however, '*quedamos*' was not always understood and teachers/Examiners often had to repeat the question.

### Questions 4 and 5

Some candidates' responses showed uncertainty with future and past time frames.

**Role play 3**

**Question 5**

Candidates were unsure of how to respond to '*¿qué hiciste?'*

**Role play 4**

**Question 1**

Candidates understood the question however, the correct form of *'doler'* caused difficulties.

**Role play 5**

**Question 2**

Some candidates struggled with this question in particular *'vienes'.*

**Question 5**

Candidates seemed unfamiliar with the past form of *'hacer'* in *¿qué tiempo hizo?*

**Role play 6**

Candidates communicated the necessary information well.

**Role play 7**

There were some issues with the pronunciation of numbers and forms of the verb *'jugar'.*

**Role play 8**

**Question 5**

Candidates managed to provide an acceptable response despite a few candidates struggling with the appropriate past verb form.

**Role play 9**

Candidates communicated the necessary information well.

**Topic Conversations**

The topic conversations were generally well conducted, although there were more topic conversations that were either two short or two long. In some cases, teacher/Examiners did not use extension questions and further questions when needed. Teacher/Examiners should use extension questions to encourage fuller responses especially where responses are short and to give candidates the opportunity to access higher marks by developing, justifying and explaining their responses. In two part questions, teacher/Examiners they must pause as indicated to allow candidates time to respond to the first part. Furthermore, it is important to allow candidates time to respond to the initial question and the repetition of this question, before moving onto the alternative question. Candidates should be given the opportunity to work for the available.
In the interests of fairness, teacher/Examiners should adhere to the prescribed timings for the two topic conversations (4 minutes each) and make use of extension questions as necessary to encourage candidates to develop their responses and to perform to the best of their ability. If the topic conversation lasts 3½ minutes or less, even after asking extension questions, teacher/Examiners must ask up to **two** further questions on the same topic. It is important that candidates are familiar with the way the teacher/Examiner would ask them to expand using a question such as *¿Puedes decirme algo más sobre ….?*

**Topic 1 La ropa**

The majority of candidates managed to communicate the required information well and in detail.

**Question 1**

Candidates communicated the information despite errors in the correct verb and adjective agreement of colours.

**Question 3**

Ropa *'deportiva'* confused some candidates.

**Question 4**

There were some issues with the pronunciation of *'ventajas'* and '*desventajas'*.

**Topic 2 La comida**

**Question 1**

Candidates were able to provide information about their breakfast although some candidates used an incorrect past time frame.
There were issues with the pronunciation of *'huevos'.*

**Question 2** and **4**

Some candidates confused *'cocinar'* with *'comer'* when responding to this question.
There were sometimes inaccuracies and difficulties in the pronunciation of the verb *'preferir'* when used.

**Topic 3 Tus amigos, tu familia y tú**

**Question 2**

Candidates sometimes did not understand the question, describing their character instead of their physical appearance. There were frequent errors in adjectival agreement.

**Topic 4 El clima**

Weather expressions caused problems in particular the use and pronunciation of *'llover'* and *'lluvia'*. The correct use of *'ser'* and *'hacer'* was difficult.

**Question 1** and **2**

A few candidates did not understand *'tiempo'*. There was some confusion between *'tiempo'* and *'estación'*.

**Question 4**

Some candidates struggled to explain what they were doing.

**Topic 5 El trabajo y los estudios**

**Question 5**

Some candidates initially thought that they were being asked about housework rather than working from home. Teacher/Examiners easily rectified this by the repeating the question and/or using of the alternative question. Many candidates still managed an appropriate response.

**Topic 6 Tu zona**

Most candidates communicated the necessary information well.

**Topic 7 Los festivales y las tradiciones**

The majority of candidates managed to communicate the required information well and in detail.

**Question 2**

The word *'mes'* was not always understood.

**Question 3**

Some candidates had difficulties using a past time frame and a few did not understand *'¿Cómo fue?'*

**Assessment**

The majority of centres assessed their candidates fairly and close to the agreed standard. All assessment should follow the marking criteria as set out in the Instructions for Teacher/Examiners booklet (October/November 2023). Teacher/Examiners should be consistent in their marking. Marking should be positive, rewarding achievement.

In the role plays, some centres were too keen to deduct marks for errors that did not impede comprehension or for short responses. A brief response (for example, one or two words), if accurate and communicates the required information can be awarded two marks. The topic conversations discriminated well. Candidates were able to respond to the questions, even if less successfully due to limited vocabulary and/or grasp of verb forms. Stronger candidates responded confidently to questions and often expanded their responses even if not asked extension questions. They communicated relevant information justifying and explaining their responses, thereby accessing higher grades.

Candidates should be encouraged to listen carefully to the time frame: whether the question refers to a present, past, future or hypothetical situation, and respond accordingly, for example, by using an appropriate verb tense or time marker such as *'la última vez'* or *'en el futuro'* for example. Candidates were better prepared when answering questions including, *'ventajas',* and *'desventajas'*.

In the topic conversations, some teacher/Examiners were generous in their assessment of Communication, but harsh in their assessment of Quality of Language. To score highly in the topic conversations, candidates need to do more than answer each question briefly: they need to develop quality responses providing explanations, opinions, justifications, and use a wide range of language and structures. Teacher/Examiners need to adjust questioning by using alternative questions as necessary and use extension questions to elicit fuller responses thereby giving candidates every opportunity to perform to the best of their ability. Candidates do not need to be of native-speaker standard to achieve the highest possible mark but they must demonstrate the accurate use of a range of structures, vocabulary and idiom.

# SPANISH

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**Paper 0530/41**
**Writing 41**

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## Key messages

- Candidates should read the initial rubric of each question and each task carefully to ensure that the response that they produce is relevant and includes appropriate tenses.
- In order to ensure that they respond to all the tasks in **Questions 2** and **3**, candidates may benefit from attempting the tasks in the order in which they appear on the question paper.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary in their response to **Question 3** in order to give themselves access to the full range of marks available. Similarly, they need to develop their answers by including additional information (e.g. explanations, reasons, opinions, etc.).
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect the marks for the three criteria in **Question 3**.
- It is recommended that candidates adhere to the word counts for **Question 2** and **Question 3.**

## General comments

Work from the whole ability range was seen. Many candidates performed very well in **Questions 1** and **2**. In **Question 3** stronger candidates showed control of varied sentence structures and verb tenses, and complex linguistic structures were seen.

In **Question 1** candidates should always try to produce an answer for each of the five gaps. They need to read the initial rubric carefully, as well as the tasks themselves, so that they can provide appropriate responses. Candidates should avoid writing answers outside the dotted lines provided. Extra answers for one task cannot compensate for other tasks that have not been attempted or that are incorrect.

In **Question 2**, up to 12 marks are awarded based on task completion, relevance, clarity of the message, variety of vocabulary and structures, and the use of linking words. There is no requirement to provide the same amount of information for each of the tasks. Candidates should be reminded that the maximum of 12 marks cannot be awarded if they omit or do not successfully convey at least one detail for each of the tasks, including tasks that include two elements. Candidates are required to write responses in full sentences and to form their response as a piece of prose with reference to the question asked, rather than as a series of bullet points. The subject-verb agreement must be correct in order for a task to be considered fully complete. It is acceptable for two tasks to be completed in a single sentence. In response to the task that is presented in the future/conditional, the verb must be in an appropriate future tense for full communication to be achieved. Candidates need to link their words, phrases and sentences using a range of simple connectors (e.g. y, *también, pero*, etc.).

**Question 3** offers a choice of two options: a letter/email and a report/article. There are 10 marks available for Task Completion, 10 marks for Range and 8 marks for Accuracy. Candidates should read through both options before choosing which one to answer. Candidates should ensure that they select the question which will allow them to best demonstrate the Spanish that they know. A close reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures that they will need to use in order to respond effectively and fully to the question.

Task completion: For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity (e.g. missing accent on verbs e.g. *compr**e** for compré*; minor subject error e.g. _**mi** padres son_; double-consonants in verbs e.g. *apprendo, reccomendaría*; Imperfect/Preterite e.g. *el sábado pasado iba a una tienda*; Ser/Estar e.g. *el centro comercial es cerca de mi casa*; Indicative/Subjunctive e.g. *Espero que me <u>respondes</u>*). Such errors will be considered under Accuracy.

When considering which band to place the mark in, relevance and detailed information will also be taken into account.

Range: Marks are awarded based on the candidates' ability to extend and link sentences, the range of tenses and other structures used, as well as the range of vocabulary. The use of extended sentences, a range of connectives, tenses, varied complex structures and vocabulary is required in order to reach the top mark band. When the descriptor states 'uses', it should be read as 'uses successfully'. Candidates who struggle to use basic tenses are likely to achieve a maximum of five marks for Range. Only those who attempt some complex structures are able to access a mark of six or higher for Range.

Accuracy: Candidates do not have to produce a perfectly accurate piece of writing in order to achieve the full 8 marks available for Accuracy. Minor errors which do not impede communication will not be penalised.

When finalising their responses for **Question 2** or **Question 3**, candidates need to be careful if they decide to cross out any parts of their response. There were some instances where crossing-out had occurred, and this affected the coherence and clarity of the piece of writing overall.

## Comments on specific questions

### Question 1

**Vas a participar en un festival internacional de ajedrez.**

The majority of candidates achieved four or five marks for this question. A single word was sufficient to gain the mark for each of the five gaps. Many candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. The majority of candidates were able to correctly produce a language for Gap 1, with a range of answers (e.g. '*inglés*'; '*italiano*'; '*coreano*'; '*portugués*'). Weaker candidates produced countries rather than languages (e.g. '*Francia*'), and this could not be rewarded. There were few problems with providing a mode of transport for Gap 2, with the most popular answers being variations on the word car (e.g. '*coche*'; '*carro*'; '*auto*'). Words which produced an answer with a different meaning (e.g. '*caro*' for '*carro*') could not be rewarded due to ambiguity. A few candidates responded incorrectly to Gap 3. This was probably due to misreading the rubric, and instead of focusing on the preferred day, they produced an activity that they thought collocated with the verb '*jugar*' (e.g. '*futbol*'; '*rock y roll*'). Some spellings were unacceptable due to inaccuracy (e.g. '*satabos*'; '*auga*'). Some candidates produced digits instead of a spelling in Spanish (e.g. '11/09/23'). Candidates should be reminded that this is a writing examination, and the expectation is that for **Question 1** they produce five words in Spanish. Most candidates were able to produce accurate spellings of food items for Gaps 4 and 5. The most popular answers were '*hamburguesas*' and '*pizza*'. Minor spelling errors did not prevent the award of marks, (e.g. '*mansana*'), but words that were unrecognisable as Spanish could not be credited here (e.g. '*hambugasta*'; '*palla*'). A very small number of candidates did not understand the rubric, '*prefieres comer*' and left blank spaces.

### Question 2

*La televisión*

Candidates generally performed well here, with many achieving full marks. Overly short responses were rarely an issue, and relevance was generally maintained throughout. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2**, all of the criteria in the band descriptors were taken into account in order to decide the best fit overall. There were many interesting and competent responses which included a variety of vocabulary related to TV and viewing habits, with detailed information sometimes expressed in more complex language. However, a number of candidates (especially those who seemed to be either native speakers or heritage speakers) often extended their responses with superfluous information or inappropriate set phrases and grammar, which often resulted in a higher raw number (though not higher proportion) of grammatical errors. There were many candidates, who did not focus on the specific detail in each task and produced general statements instead which meant that task completion marks could not be awarded. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents was frequent (e.g. '*mas*'; '*television*; '*tambien*;

'gustaria'; 'pelicula'), but did not usually prevent candidates from achieving a high mark. Candidates should be reminded that they should read the rubric carefully to ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. Stronger candidates often went beyond a range of basic connectors (*y, o, pero, también*), using more complex connectors (e.g. '*sin embargo'; 'además'; 'mientras'*), whereas weaker candidates tended to rely on '*y*' and '*porque*'. There were examples of candidates writing '*por que*' when they intended '*porque*' and misspelling of '*cuando*' with '*quando*'. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

**Task 1** required candidates to state where they normally watch TV and was answered well by most candidates, (e.g. '*Normalmente veo la television en mi habitación*'). The most common error was candidates describing what they watch or with whom without referencing where (e.g. '*Normalmente veo la television con mi hermano*')' or producing an inaccurate verb (e.g. '*vez'; 'vejo'; 'visto'; 'histo'*). These responses did not complete the task and could not be rewarded.

**Task 2** required candidates to state how often they watch the television and was generally successfully answered (e.g. '*Veo la television los fines de semana*). Many candidates combined the first two tasks together, which was acceptable (e.g. '*Mi familia y yo vemos la television todos los días*'). The most common error here was producing inaccurate verb forms (e.g. '*No custumo ver la tele con mucha frequencia por que tieno trabajar*'). A few candidates misunderstood the word '*frecuencia*' in the rubric (e.g. '*Veo la tele en la frecuencia 34*'). These responses could not rewarded for task completion.

**Task 3** required candidates to describe their favourite actor/actress and was generally answered well, with most candidates making use of the prompts in the rubric and describing hair, eyes and general appearance or personality (e.g. '*es alto y delgado*'). Weaker candidates produced incorrect responses, often using 2nd rather than 3rd person verb endings (e.g. '*tienes pelo negro*'). Confusion with subject pronouns caused ambiguity and prevented successful task completion (e.g. '*elle es un hombre*'). There were many examples of incorrect noun/adjective agreements here (e.g. '*los ojos azul'; 'Ella es bajo*').

**Task 4** required candidates to explain why it is (not) bad to watch a lot of television. Most candidates understood the task and provided a range of appropriate reasons to successfully complete the task (e.g. '*No es saludable*'; '*Puede ser una adicción*'; '*Te afecta los ojos*'). Errors from first language interference prevented marks from being awarded for weaker candidates (e.g. '*acaban ficando cedentarias*').

Most candidates understood **Task 5**, which asked them to state what type of programme they are going to see this weekend. For full task completion, the candidates needed to use a verb in a future tense as in the question, or any other appropriate verb form in a future tense. Most candidates responded successfully, using an appropriate form of a future tense and referencing a genre of programme to complete the task (e.g. '*Este fin de semana voy a ver una comedia con mi familia'; 'quiero ver una película*'). Weaker candidates had problems with producing an accurate form of the future tense (e.g. '*yo voy ver television*'; '*yo vas a ver un programa*'). As with **Task 1**, explicitly addressing the bullet point was sometimes missed altogether; some candidates would specify what they watch generally at weekends, but not refer to the future idea of this weekend, and so did not complete the task (e.g. '*Mis favorito tipo de programa es comedio'; 'Fin de semana el deportes programa es en television*').

**Question 3**

**General comments**

The majority of candidates chose **Question 3(b)** rather than **3(a)** in this series. The strongest answers were well-structured and showed signs of thoughtful planning. In these answers, the candidates wrote one paragraph per bullet point. They answered each task in turn in a targeted way, clearly referencing the question and using the correct tense having identified the requirements before starting to write. The candidates then 'backfilled' with justifications, developments and opinions which served to enhance their responses by adding further information. The best candidates also made brief notes next to the BPs to remind themselves which structures they were going to include and where. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words, although a small number of candidates wrote unnecessarily long paragraphs for each task which led to greater inaccuracy overall.

Task completion

In order to obtain high marks for Task completion, candidates need to ensure that they:

- Address all the tasks given in the question.
- Reference the rubric for each task to ensure that the target audience fully understands the context
- Provide sufficient information relating to each task by expressing a range of details/opinions/reactions/explanations – one good strategy that candidates can use is to provide at least two full sentences in response to each task.
- Cover the specific tasks set.
- Use verbs accurately.
- Use an appropriate tense and person of the verb when responding to each task.
- Copy accurately when using words provided in the question.

Range

Some candidates expressed their ideas using extended, well-linked sentences which demonstrated strong cohesion as well as correct and varied use of vocabulary, tenses and other structures.

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, and appropriate use of the subjunctive and other complex structures.

It is important for all candidates to show control of basic structures, including correct spelling and gender. Access to the higher mark bands is more likely to be achieved through accurate and appropriate use of:

- Subordinate clauses introduced by conjunctions, relative pronouns, etc., produced throughout the response (e.g. *cuando/donde/mientras (que)/visto que/puesto que/dado que/ya que/que/quien/si*).
- Appropriate formation of constructions with verbs requiring a preposition (e.g. *hablar con, con quien hablé*).
- A range of timeframes and first-person and third-person verb forms.
- Adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives.
- Adjectival agreement between the subject and its adjective(s).
- Correct use and placement of object pronouns in relation to conjugated verbs and infinitives.
- Negatives, including appropriate word order (e.g. nada/nunca).
- Correct use of por and para.
- Adverbs, prepositional phrases, time references, opinion markers.
- Linking words other than y, pero and porque.
- Definite and indefinite articles.

Candidates who did not attempt structures from the list above or who did not use subordinate clauses could not usually achieve a mark higher than five for Range. A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to three or four marks for Range. To achieve a mark beyond the 5 – 6 band, candidates need to ensure that they include a range of tenses, several subordinate clauses, a range of more ambitious connectives (e.g. *'aunque'; 'además'* etc.), opinion markers (e.g. *'pienso que'; 'opino que'* etc.) and vocabulary, as well as some of the structures listed above. In addition, basic structures must, in general, be used successfully.

Some candidates struggled when using both basic and more complex tenses. To improve, they need to ensure that they:

- Include accents on verbs (where necessary) in the preterite, imperfect, future and conditional tenses.
- Include the personal a with verbs that require it.
- Form regular and common irregular verbs in the preterite, particularly the first-person singular (e.g. *llevé/comí/bebí/vi/elegí/hice/di, tuve/dije/busqué/jugué*) .
- Use appropriate prepositions in verb constructions when required (e.g. *tengo que, ayuda a, tratar de).*
- Avoid using tiene where hay is required and vice versa, and es/son where hay is required and vice versa.

*Accuracy*

A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless for such a mark to be given. Responses that contain minor errors (especially

in more complex language) which do not affect communication can be considered for the award of marks in the top band.

Frequent inaccuracies will limit the overall mark awarded for Accuracy. Responses which show errors in basic tenses, in adjective-noun agreements and in other basic structures/words are likely to be placed in the 3 – 4 band, depending on how often these errors hinder communication. Similarly, candidates who produce a very short text using only basic language cannot usually achieve a mark beyond the 3 – 4 band, since they will only have demonstrated some accurate spelling and grammar. Candidates who persistently struggle with accuracy in very basic language and whose errors persistently impede communication are likely to be placed in the 1 – 2 band.

*Common errors*

The following common errors were seen:

- omission of the relative pronoun que
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- Inaccuracies in word order with adjectives before nouns
- Inappropriate double consonants in Spanish (e.g. '*apprendí'; 'passdo'; 'preffiero'; 'reccomiendo'*')
- inappropriate use of *estar* when ser was required and vice versa
- confusion between sacar/tomar/llevar
- incorrect combinations of ser/estar with bueno/bien and malo/mal
- use of third-person singular of ser with a plural subject and third-person plural of ser with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses (e.g. '*me gusto'; 'mi gusta'; 'se gustan'; 'lo gusto'*)
- omission of the preceding a (e.g. '*a mí; 'me gusta'*)
- incorrect formation of ir and tener in the preterite tense (e.g. '*fuiemos'; 'fuieron; 'tuvía'; 'tení'*)
- use of fue/fuiste when fui was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g. '*cuando tengo mas dinero'*)
- omission of accents on verb forms (e.g. '*compre'*) or inappropriate use of accents (e.g. '*fuí'*')
- omission of the appropriate preposition in verb constructions (e.g. '*voy comprar'; 'juego futbol'*)
- inappropriate inclusion of a preposition in verb constructions (e.g. '*es necesario a hablamos'*)
- omission of the preposition following verbs (e.g. '*fui el centro comercial'*)
- inventing words (e.g. '*ofertar'*)
- not indicating possession with de (e.g. '*mi tias ropa*)
- attempting a past tense using tener (e.g. '*tengo visto'*)
- inappropriate translation of idioms from the candidate's first language (e.g. '*tiene mucho divertido'; 'tengo un buen tiempo'*) when the Spanish idiom *pasarlo bien* was intended).

**(a)        Una solicitud de trabajo**

This was much less popular with 37.5 per cent of candidates choosing this option. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and stronger candidates engaged well with the register of the task (i.e. a formal job application), including appropriate salutations and endings.

Task completion

**Task 1** required candidates to state where they saw the job advertisement. This was generally well-completed, with the most popular answer being '*vi el anuncio en internet'*. If candidates added an accent, (e.g. '*ví'*) or used another past tense rather than the preterite, (e.g. '*la semana pasada he visto un anuncio..'*) this did not prevent the task from being completed. Weaker candidates copied the second person verb from the rubric with no attempt to change it (e.g. '*viste el anuncio …'*) or were unable to complete the task due to verb error which prevented communication (e.g. '*yo visto'; 'me hago visto'*). Candidates who did not read the rubric carefully and answered with verbs in the present tense, even if they were correctly formed, could not be rewarded for communication (e.g. '*veo el anuncio en la oficina*).

**Task 2** required candidates to state why they are interested in working in the tourist office. Many candidates were able to manipulate the rubric and supply a convincing reason, (e.g. '*Me interesa trabajar en la oficina de turismo porque me encanta viajar*'). Stronger candidates developed their responses with more complex structures and vocabulary, (e.g. '*Trabajar con personas extranjeras me da much alegría*'; '*He aprendido muchos idiomas por cursos en linea*'). Weaker candidates produced incorrect opinion verbs and verb conjugations, (e.g. '*Soy es interesa a trabajar por que yo amar a ayudar.*'), which could not be rewarded for communication, but could be considered under relevance.

**Task 3** required candidates to state which days they could work. Stronger candidates generally addressed this successfully (e.g. '*Podría trabajar todos los días.*'). Many candidates did not comprehend the requirement to use the conditional tense here, with the most frequent error being answers in the present tense. Another common error was to omit the infinitive verb following '*poder*', (e.g. '*Podría cinco días en el semana*').

**Task 4** required candidates to describe their recent work experience. Stronger candidates answered successfully, producing correct past tenses and a variety of workplaces (e.g. '*Trabajé en el aeropuerto*'; '*Antes trabajaba en una tienda*'; '*Era recepcionista*'). Despite some candidates producing appropriate responses, they were not rewarded due to error (e.g. *'Compría relojs'; 'Trabajar en la biblioteca.'*).

**Task 5** required candidates to give their opinion on what the necessary qualities for this job are. Most candidates understood the task and there was a range of answers. Stronger candidates took the opportunity to develop their answers with extra detail and opinion or use a wide range of topic specific vocabulary. Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. '*Persona haciendo feliz y amigable*'; '*Tiene que haber sobre los lugares famosos*'; '*Las qualidades necessarias son ser muy amiga de estrajeros y hablar linguas*').

*Range*

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band, (e.g. '*Si me das la ocupacion*'; '*tuve que venderlos*'; '*Ojalá me escriban*'). Stronger candidates produced a wide range of tenses such as pluperfect indicative, present subjunctive, imperfect subjunctive, and more sophisticated opinions and expressions (e.g. '*digamos que no tenía una vida social*'). For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. The most common attempts at complexity were using comparatives and superlatives. Candidates should find ways to introduce more complex structures and a variety of tenses in their writing even if those tenses are not use in the bullet points. The best responses were written in the style of a formal letter e.g. '*Estimado…/atentamente*'). They also addressed the readers with *'usted/ustedes'; 'le escribo/les escribo*'. However, the majority of candidates chose to start their piece of writing with an informal salutation (e.g. 'Hola'; '*Buenos días*'. Weaker candidates demonstrated poor competence with basic structures (e.g. '*Me llamo es…*') and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing, although there were many examples of 'por que' instead of '*porque*'. Stronger candidates use a wider range of connectors (e.g. 'dado que'; '*ya que'; 'en cambio'; 'ni…ni*').

*Accuracy*

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation and only the strongest candidates managed to consistently place pronouns and accents accurately. Poor spelling of vocabulary was also common in this question (e.g. '*por que'; 'nececitaban'; 'ofertando'; 'assisto'; 'muchos energie'; 'un trabajaro*').

**(b)    Comprar ropa**

This was the most popular option with 62.5 per cent of candidates choosing this option. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas, though there were instances where explicit addressing of the BP was lacking. Many candidates engaged well with the register of the task, i.e. a newspaper for the school magazine.

Task completion

**Task 1** asked candidates to state what clothes they normally wear. This was generally well addressed with most candidates able to manipulate the verb in the rubric to complete the task (e.g. *'Normalmente llevo una camisa..'*). Stronger candidates used a range of appropriate verbs along with a variety of topic specific vocabulary (e.g '*Solo me gustan las camisas de manga corta porque siento que puedo moverme más facilmente*'). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'Haco compra de ropa de la playa'; 'Normalmente llegar pantalones azul').*

**Task 2** asked candidates to describe the last time they went shopping for clothes and required a verb in the past tense in order to complete the task. Most candidates were able to use the prompts to provide appropriate examples (e.g. '*La semana pasada fui al centro comercial; 'Mi hermano y yo fuimos….'*). The stronger candidates were able to use a range of verbs and give detailed explanations. (e.g. *'Encontre cosas muy chulas'; 'Alli me compre un vestido que uso para dormir'*). The omission of the accents on the verbs here did not prevent communication marks being awarded as the past context was clearly defined. Weaker candidates struggled to form correct conjugations in the past tense, and this could not be rewarded (e.g. *'nosotros no comprar ropa'; 'yo comprá ropa'; 'quieramos voy a la tienda').*

**Task 3** required candidates to state the advantages **or** disadvantages of buying clothes in a shopping centre. Many candidates answered both advantages and disadvantages, which enabled them to provide extra detail and a second opportunity to complete the task. Candidates who completed the task successfully were able to form correct subject verb agreements (e.g. '*Las ventajas son que hay muchos diferentes estilos de ropa'*). Their answers included detail and good topic vocabulary *(e.g. 'Es ruidoso, me sobre estimula y me hace estresada'*). Verb and spelling errors in responses from weaker candidates prevented task completion (e.g. '*no tiene qualidad y puedes se destruir'; 'la gente mucho andar en un centro comercial'*).

**Task 4** required the candidates to give their opinion on what we should do with clothes that we no longer use and was the most challenging task for this question. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. *'deberíamos donarla'; 'Sería mejor si la donaran'*) and adding reasons. (e.g. '*así puedes ayudar a las personas con menos dinero')*. Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'tu quieres reciclaje ropa vieja').* Weaker candidates were also challenged by verb formation (e.g. *'Ropa que no usamos más dieron los hermanos'*). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance. A few candidates omitted the task entirely.

**Task 5** required candidates to state how they are going to change their habits when buying clothes in the future and was generally successfully addressed. Stronger candidates answered with a short, simple sentence in which an accurate form of the verb was produced (e.g. '*en el futuro voy a dar mi ropa a tiendas de segunda mano')* and a few were able to produce more ambitious sentences (e.g. *'cambiaré mis hábitos por comprando lo que necesito y no lo que deseo'; en el futuro no creo que cambie mis hábitos..'*). Weaker candidates did not address the task successfully because their response was too inaccurate (e.g. 'no vas a comprar ropa'; '*En el futuro yo no comprar mucho ropa'; 'Compraría es importante concidir como útil la ropa es'*). Lack of vocabulary also prevented task completion (e.g. *'me gustaría mas tipos de ropa en mi armarillo').*

Range

Some candidates were able to include a range of appropriate linking words. Most candidates tended to use simple structures, and a few made attempts to use more complex structures. The stronger candidates included a much wider range of connectives in their responses, such as '*cuando'; 'ya que'; 'aunque'; 'lo que'* and produced more complex structures and different tenses (e.g. '*había cambiado mi armario*'; 'si se lo das'; '*dejando a un lado mis preferencias*'; '*que la gente deposite…*'). These candidates also often used a wide range of vocabulary specific to the topic (e.g. '*para ahorrarme un dinerillo; 'regalar, reciclar, donar*'). The stronger candidates also adopted an appropriate register in response to the rubric ' an article for the newspaper', with an introduction and conclusion (e.g. '*uno de los temas más hablados…*').

Accuracy

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation and only the strongest candidates managed to consistently place pronouns and accents accurately. Candidates

should focus on verb conjugation and learn where to place accents, as these can often determine whether the task completion mark is awarded or not.

# SPANISH

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|          **Paper 0530/42**         |
|          **Writing 42**            |
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## Key messages

- Candidates should read the initial rubric of each question and each task carefully to ensure that the response that they produce is relevant and includes appropriate tenses.
- In order to ensure that they respond to all the tasks in **Questions 2** and **3**, candidates may benefit from attempting the tasks in the order in which they appear on the question paper.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary in their response to **Question 3** in order to give themselves access to the full range of marks available. Similarly, they need to develop their answers by including additional information (e.g. explanations, reasons, opinions, etc.).
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect the marks for the three criteria in **Question 3**.
- It is recommended that candidates adhere to the word counts for **Question 2** and **Question 3.**

## General comments

Work from the whole ability range was seen. Many candidates performed very well in **Questions 1** and **2**. In **Question 3** stronger candidates showed control of varied sentence structures and verb tenses, and complex linguistic structures were seen.

In **Question 1** candidates should always try to produce an answer for each of the five gaps. They need to read the initial rubric carefully, as well as the tasks themselves, so that they can provide appropriate responses. Candidates should avoid writing answers outside the dotted lines provided. Extra answers for one task cannot compensate for other tasks that have not been attempted or that are incorrect.

In **Question 2**, up to 12 marks are awarded based on task completion, relevance, clarity of the message, variety of vocabulary and structures, and the use of linking words. There is no requirement to provide the same amount of information for each of the tasks. Candidates should be reminded that the maximum of 12 marks cannot be awarded if they omit or do not successfully convey at least one detail for each of the tasks, including tasks that include two elements. Candidates are required to write responses in full sentences and to form their response as a piece of prose with reference to the question asked, rather than as a series of bullet points. The subject-verb agreement must be correct in order for a task to be considered fully complete. It is acceptable for two tasks to be completed in a single sentence. In response to the task that is presented in the future/conditional, the verb must be in an appropriate future tense for full communication to be achieved. Candidates need to link their words, phrases and sentences using a range of simple connectors (e.g. y, *también*, *pero*, etc.).

**Question 3** offers a choice of two options: a letter/email and a report/article. There are 10 marks available for Task Completion, 10 marks for Range and 8 marks for Accuracy. Candidates should read through both options before choosing which one to answer. Candidates should ensure that they select the question which will allow them to best demonstrate the Spanish that they know. A close reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures that they will need to use in order to respond effectively and fully to the question.

Task completion: For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity (e.g. missing accent on verbs e.g. *compr**e** for compré*; minor subject error e.g. _**mi** padres son_; double-consonants in verbs e.g. *apprendo, reccomendaría*; Imperfect/Preterite e.g. *el sábado pasado iba a una tienda*; Ser/Estar e.g. *el centro comercial es cerca de mi casa*; Indicative/Subjunctive e.g. *Espero que me respondes*). Such errors will be considered under Accuracy.

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When considering which band to place the mark in, relevance and detailed information will also be taken into account.

Range: Marks are awarded based on the candidates' ability to extend and link sentences, the range of tenses and other structures used, as well as the range of vocabulary. The use of extended sentences, a range of connectives, tenses, varied complex structures and vocabulary is required in order to reach the top mark band. When the descriptor states 'uses', it should be read as 'uses successfully'. Candidates who struggle to use basic tenses are likely to achieve a maximum of five marks for Range. Only those who attempt some complex structures are able to access a mark of six or higher for Range.

Accuracy: Candidates do not have to produce a perfectly accurate piece of writing in order to achieve the full 8 marks available for Accuracy. Minor errors which do not impede communication will not be penalised.

When finalising their responses for **Question 2** or **Question 3**, candidates need to be careful if they decide to cross out any parts of their response. There were some instances where crossing-out had occurred, and this affected the coherence and clarity of the piece of writing overall.

## Comments on specific questions

### Question 1

### Objetos perdidos

The majority of candidates achieved four or five marks for this question. A single word was sufficient to gain the mark for each of the five gaps. Many candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. The majority of candidates were able to correctly produce a country for Gap 1, with a range of answers (e.g. '*Singapur'; 'China'; 'Malasia'; 'Portugal'*). Weaker candidates produced languages or cities rather than countries (e.g. '*francés'; 'Madrid'*), and this could not be rewarded. There were few problems with providing a colour for Gaps 2 and 3, with the most popular answers being '*rojo' and 'azul'*. Gap 4 required an appropriate word for the size of the lost jacket. Stronger candidates were able to complete the task successfully (e.g. '*grande'; 'pequeño'; 'mediano'*). However, the task caused confusion for candidates who did not understand the word '*talla*' in the rubric. A few candidates left a blank space, whilst other produced inappropriate answers (e.g. '*largo; 'alto*'; '*bajo*'; '*jardín'; 'profesor'*). Some candidates produced digits instead of a spelling in Spanish (e.g. '41 cm'; '10') or abbreviations (e.g. 'S'; 'M'; 'XL'). Candidates should be reminded that this is a writing examination, and the expectation is that for **Question 1** they produce five words in Spanish. The majority of candidates were able to produce accurate spellings of a month for Gap 5. Minor spelling errors did not prevent the award of marks, (e.g. '*dicembre'; 'marso'.*

### Question 2

### Trabajo voluntario en una residencia de ancianos

Candidates generally performed well here, with many marks in the top band descriptor. Overly short responses were rarely an issue, and relevance was generally maintained throughout. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2**, all of the criteria in the band descriptors were taken into account in order to decide the best fit overall. There were many interesting and competent responses which included a variety of vocabulary related to work and free time, with detailed information sometimes expressed in more complex language. There were many candidates, who did not focus on the specific detail in each task and produced general statements instead which meant that task completion marks could not be awarded. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents was frequent (e.g. '*mas; 'opinion; 'tambien; 'gustaria'; 'dias'*) but did not usually prevent candidates from achieving a high mark. Candidates should be reminded that they should read the rubric carefully to ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. Stronger candidates often went beyond a range of basic connectors (*y, o, pero, también*), using more complex connectors (e.g. '*sin embargo'; 'además'; 'así'*), whereas weaker candidates tended to rely on '*y*' and '*porque*'. There were examples of candidates writing

'*por que*' when they intended '*porque*'. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

**Task 1** required candidates to state when they normally work in the residence and was answered well by most candidates, (e.g. '*Normalmente trabajo en la residencia tres dias en la semana*'). in some cases, candidates did not reference the voluntary nature of the work concerned, and the preposition '*de*' was frequently omitted from '*Trabajo de voluntaria/o…*'. Weaker candidates produced an inaccurate verb (e.g. '*trabajas*'; '*trabaja*';) or did not address the question (e.g. '*El mes pasado decidí trabajar en una residencia*'; '*Normalmente trabajo en una residencia*'). These responses did not complete the task and could not be rewarded.

**Task 2** required candidates to state how they get to the residence and stronger candidates were able to successfully manipulate the verb from 2$^{nd}$ to 1$^{st}$ person (e.g. '*A veces voy en mi coche*'). The most common error here was producing inaccurate verb forms (e.g. '*Yo vas a la residencia en moto*'; '*Residencia de ancianos vas muy bien*'; '*yo ir en tren*'). These responses could not rewarded for task completion.

**Task 3** required candidates to state what they do in the residence and was generally answered well. Stronger candidates described a range of activities they do (e.g. '*canto y charlo con los ancianos*'; '*mi trabjajo es cuidar de las personas mayores, darles de comer.*'). Weaker candidates overlooked the rubric '*¿Qué haces…?*' and talked about what the residents did, (e.g. '*los ancianos juegan a cartas*'). Some candidates resolved the matter by using the 1$^{st}$ person plural (e.g. '*pintamos y desayunamos*'), but a surprising number did not describe their own activities to successfully complete the task.

**Task 4** required candidates to explain why they like spending time with old people. Most candidates understood the task and referred to the personal qualities displayed by the residents, and the personal reward gained through helping isolated people to socialise. (e.g. '*me gusta escuchar historias de su vida*'; '*Son muy simpáticos y amables*'). Very few candidates knew the verb '*enseñar*', opting for '*aprender*' (e.g. '*Aprendo de ellos*') when attempting to invoke the idea of being taught by residents about life experiences. Weaker candidates did not complete the task due to subject/verb error (e.g. '*los historias es muy interesante*'; '*me encanto los ancianos*').

**Task 5** required candidate to state where they would like to work as a volunteer in the future. For full task completion, the candidates needed to use a verb in the conditional tense as in the question, or any other appropriate verb form in a future tense. Most candidates responded successfully, using an appropriate form of a conditional/future tense to complete the task (e.g. '*Si tuviera la oportunidad continuaría trabajando como voluntario en la residencia*'; '*Cuando sea mayor me encantaría ser vouluntario en una escuela*'). Although some candidates did not explicitly state the voluntary nature of the work, the implication was sufficient for it to be rewarded (e.g. '*Me gustaría trabajar en la playa y limpiar los plásticos*'). Despite producing a correct verb, some weaker candidates did not complete the task due to ambiguity in their responses (e.g. '*Me gustaría trabajar en el enfermo*'; '*me gustaria a contunir como voluntario*')

**Question 3**

**General comments**

The majority of candidates chose **Question 3(a)** rather than **3(b)** in this series. The strongest answers were well-structured and showed signs of thoughtful planning. In these answers, the candidates wrote one paragraph per bullet point. They answered each task in turn in a targeted way, clearly referencing the question and using the correct tense having identified the requirements before starting to write. The candidates then 'backfilled' with justifications, developments and opinions which served to enhance their responses by adding further information. The best candidates also made brief notes next to the BPs to remind themselves which structures they were going to include and where. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words, although a small number of candidates wrote unnecessarily long paragraphs for each task which led to greater inaccuracy overall.

*Task completion*

In order to obtain high marks for Task completion, candidates need to ensure that they:

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- Address all the tasks given in the question.
- Compose a comprehensive written response driven by specific prompts, and they should reference the rubric for each task to ensure that the target audience fully understands the context.
- Provide sufficient information relating to each task by expressing a range of details/opinions/reactions/explanations – one good strategy that candidates can use is to provide at least two full sentences in response to each task.
- Cover the specific tasks set.
- Use verbs accurately.
- Use an appropriate tense and person of the verb when responding to each task.
- Copy accurately when using words provided in the question.

*Range*

Some candidates expressed their ideas using extended, well-linked sentences which demonstrated strong cohesion as well as correct and varied use of vocabulary, tenses and other structures.

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, and appropriate use of the subjunctive and other complex structures.

It is important for all candidates to show control of basic structures, including correct spelling and gender. Access to the higher mark bands is more likely to be achieved through accurate and appropriate use of:

- Subordinate clauses introduced by conjunctions, relative pronouns, etc., produced throughout the response (e.g. *cuando/donde/mientras (que)/visto que/puesto que/dado que/ya que/que/quien/si*)
- Appropriate formation of constructions with verbs requiring a preposition (e.g. *hablar con, con quien hablé*)
- A range of timeframes and first-person and third-person verb forms
- Adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
- Adjectival agreement between the subject and its adjective(s)
- Correct use and placement of object pronouns in relation to conjugated verbs and infinitives
- Negatives, including appropriate word order (e.g. nada/nunca)
- Correct use of por and para
- Adverbs, prepositional phrases, time references, opinion markers
- Linking words other than y, *pero* and *porque.*
- Definite and indefinite articles.

Candidates who did not attempt structures from the list above or who did not use subordinate clauses could not usually achieve a mark higher than five for Range. A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to three or four marks for Range. To achieve a mark beyond the 5 – 6 band, candidates need to ensure that they include a range of tenses, several subordinate clauses, a range of more ambitious connectives (e.g. *'aunque'; 'además'* etc.), opinion markers (e.g. '*pienso que'; 'opino que'* etc.) and vocabulary, as well as some of the structures listed above. In addition, basic structures must, in general, be used successfully.

Some candidates struggled when using both basic and more complex tenses. To improve, they need to ensure that they:

- Include accents on verbs (where necessary) in the preterite, imperfect, future and conditional tenses
- Include the personal a with verbs that require it
- Form regular and common irregular verbs in the preterite, particularly the first-person singular (e.g. *llevé/comí/bebí/vi/elegí/hice/di, tuve/dije/busqué/jugué*)
- Use appropriate prepositions in verb constructions when required (e.g. *tengo que, ayuda a, tratar de*)
- Avoid using tiene where hay is required and vice versa, and es/son where hay is required and vice versa.

*Accuracy*

A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless for such a mark to be given. Responses that contain minor errors (especially in more complex language) which do not affect communication can be considered for the award of marks in the top band.

Frequent inaccuracies will limit the overall mark awarded for Accuracy. Responses which show errors in basic tenses, in adjective-noun agreements and in other basic structures/words are likely to be placed in the 3 – 4 band, depending on how often these errors hinder communication. Similarly, candidates who produce a very short text using only basic language cannot usually achieve a mark beyond the 3 – 4 band, since they will only have demonstrated some accurate spelling and grammar. Candidates who persistently struggle with accuracy in very basic language and whose errors persistently impede communication are likely to be placed in the 1 – 2 band.

*Common errors*

The following common errors were seen:

- Omission of the relative pronoun que.
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective.
- Inaccuracies in word order with adjectives before nouns.
- Inappropriate double consonants in Spanish (e.g. '*apprendí'; 'classica'; 'carro'; 'barrato''*).
- Inappropriate use of estar when ser was required and vice versa.
- Confusion between sacar/tomar/llevar.
- Incorrect combinations of ser/estar with bueno/bien and malo/mal.
- Use of third-person singular of ser with a plural subject and third-person plural of ser with a singular subject.
- Incorrect formation of gustar/encantar in the present and conditional tenses (e.g. '*me gusto'; 'mi gusta'; 'se gustan'; 'lo gusto'*).
- Omission of the preceding a (e.g. '*a mí; 'me gusta'*).
- Incorrect formation of ir and tener in the preterite tense (e.g. '*fuiemos'; 'fuieron; 'tuvía'; 'tení'*).
- Use of fue/fuiste when fui was intended.
- Use of second-person formation when the first-person was intended.
- Use of third-person formation when the first-person was intended.
- Use of indicative for future reference when subjunctive was needed (e.g. '*cuando tengo mas dinero'*).
- Omission of accents on verb forms (e.g. '*compre'*) or inappropriate use of accents (e.g. '*fuí''*).
- Omission of the appropriate preposition in verb constructions (e.g. '*voy comprar'; 'juego futbol'*).
- Inappropriate inclusion of a preposition in verb constructions (e.g. '*es necesario a hablamos'*).
- Omission of the preposition following verbs (e.g. '*fui el centro comercial'*).
- Inventing words (e.g. '*ofertar'*).
- Not indicating possession with de (e.g. '*mi tias ropa*).
- Attempting a past tense using tener (e.g. '*tengo visto'*).
- Use of *decir* when *hablar* was intended.

**(a)** **Un concierto en directo**

This was the most popular option with just over 64 per cent of candidates choosing this question. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and stronger candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings.

Task completion

**Task 1** required candidates to state where the concert was celebrated. This was generally generally completed successfully with most candidates supplying straightforward responses with verbs in the preterite tense (e.g. *'el concierto fue en el parque'*). Candidates who used other past tenses could still gain marks for task completion provided the response was unambiguous (e.g. *'el concierto estaba en Madrid'*). The use of '*se celebró*' in the reubric caused confusion for some candidates. Stronger candidates successfully lifted the verb to use in their response (e.g. '*Se celebró el concierto en la playa'*), but some weaker candidates used it unsuccessfully as a reflexive verb (e.g. '*Me celebré el concierto en la ciudad'*). Other weaker candidates

were unable to complete the task due to verb error, which prevented communication (e.g. *'me fuiste en un concierto'; 'ellos tenimos un concerto en Kuala Lumpur'*).

**Task 2** required candidates to state what they did in the afternoon before going to the concert. Many candidates answered this successfully, with the most popular answers involving going shopping or eating in a restaurant (e.g. '*fuimos en un restaurante para comer'*). Stronger candidates developed their responses with more complex structures and vocabulary, (e.g. '*siempre me ha gustado ir en ese restaurante'; 'si pudiera me gustaría ir con mis amigos en el futuro'*). Weaker candidates produced incorrect verb conjugations, (e.g. '*queremos por comer en un restaurante.*'), which could not be rewarded for communication, but could be considered under relevance. A few candidates confused '*antes de'* with '*despues de'* and produced inappropriate responses (e.g. '*despues concierto vamos fuimos en restaurante para dinner'*).

**Task 3** required candidates to explain why they like this group. Stronger candidates addressed this successfully, giving detailed explanations using appropriate topic vocabulary (e.g. '*Me encanta su estilo de cantar y las letras de las canciones también.*'). Weaker candidates produced relatively frequent errors in the formation of '*gustar'* and '*encantar'* (e.g. '*me encanto la musica clasical'; 'me encanta las parablas'*) which could not be rewarded for task completion. Some weaker candidates could not successfully complete the task as they referred to what they did at the concert rather than explain why they liked the group, (e.g. '*yo baile y cante con mi amigas'; 'me gusta lo concierto porque voy a baila la salsa con mi padré*).

**Task 4** required candidates to give their opinion on why it is (not) better to listen to live music. There was a wide range of responses with references to ticket prices, the proximity of crowds, crowd noise, being with friends and seeing performers 'in the flesh'. Notably few candidates indicated a preference for recorded music. Stronger candidates took the opportunity to develop their answers with extra detail and opinion or use a wide range of topic specific vocabulary (e.g. '*en segundo lugar la calidad es mucho mejor'; 'puedes chatear con nuevas personas'; ' será una experiencia enriquecedora para ti')*. Weaker candidates struggled to apply es/son correctly when justifying opinions (e.g. '*no es major escuchar musica en directo porque son muy ruidosos'*). They also lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. '*es muy personas en el concierto y inconfortable; 'la musica directo puede dueler la cabeza'*).

**Task 5** required candidates to state what plans they have for the following week. For full task completion, the candidates needed to use a verb in a future tense as in the question, or any other appropriate verb form in a future tense. Most candidates understood the task and the most popular answered centred on going to the beach (e.g. '*Voy a ir a la playa y nadar un poco'*). Stronger candidates answered successfully, producing appropriate verbs and tenses (e.g. '*el próximo fin de semana quisiera echar un vistazo a un museo'*). Despite some candidates producing appropriate responses, they were not rewarded due to error (e.g. *'vas a pasar tiempo con mis amigos en el parque'*).

*Range*

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. Stronger candidates produced a wide range of tenses such as pluperfect indicative, present subjunctive, imperfect subjunctive, and more sophisticated opinions and expressions (e.g. *'es imprescendible que compre un billete' costará un ojo de la cara*; '*Ojalá que vaya a otro concierto'*). For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. The most common attempts at complexity were using comparatives and superlatives, but these were not always successful (e.g. '*el grupo es mas bien que otros grupos'; 'es muy divertido que escuchar música en mi dormitorio'*). Candidates should find ways to introduce more complex structures and a variety of tenses in their writing even if those tenses are not use in the bullet points. The best responses included appropriate salutations (e.g. *'yo escribo para contarte; 'espero que tengas un buen día'*. Weaker candidates demonstrated poor competence with basic structures and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing, although there were many examples of '*por que*' instead of '*porque'*. Stronger candidates use a wider range of connectors (e.g. '*dado que'; 'ya que'; 'no obstante; 'así que'; 'por eso '*).

*Accuracy*

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation and only

the strongest candidates managed to consistently place pronouns and accents accurately. Poor spelling of vocabulary was also common in this question (e.g. '*la monde; 'essentiel'; 'dueler'; 'bilamos'; 'narjana'; tranqillo'; 'normalmante*).

**(b)** **El transporte**

This was the least popular option with just under 36 per cent of candidates choosing this question. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas, though there were instances where explicit addressing of the BP was lacking. Some candidates engaged well with the register of the task, i.e. an article for an international magazine.

Task completion

**Task 1** asked candidates to state how they travelled the last time they made a journey and required a verb in the past tense in order to complete the task. This was generally well addressed with most candidates successfully producing a phrase with a correct verb and a range of topic vocabulary relating to transport (e.g. *mi familia y yo fuimos en un avión*). Stronger candidates were able to manipulate the 2nd person verb '*hiciste*' in the rubric and add additional details in a past tense to complete the task, (e.g. *'La última vez que hice un viaje fue cuando usé un autobús para ir a la ciudad*'). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'La última vez que hago un viaje ..viajaste en autobús'; 'la última vez que hico un viaje me uso un motocicleta').*

**Task 2** asked candidates to describe the different types of public transport in their region Most candidates were able to provide appropriate examples using the verb '*hay*' (e.g. '*hay los autobuses y taxis'*) although some candidates referred to transport in general rather than public transport (e.g.' *hay bicicletas, motocicletas y coches'*). There was some confusion between the verbs '*hay*' and '*tener*' (e.g. 'En mi region tiene trens y autobuses'). The stronger candidates were able to give detailed explanations with idiomatic vocabulary. (e.g. *'hay taxis pero cuesta un ojo de la cara').*

**Task 3** required candidates to give their opinion on the good **or** bad thing about using public transport. Many candidates addressed both the good and the bad, which enabled them to provide extra detail and a second opportunity to complete the task. Stronger candidates included detail and attempts at more complex structures *(e.g. 'El taxi es el más cómodo pero también más caro'*). Verb and spelling errors in responses from weaker candidates prevented task completion (e.g. '*lo malo es que los medios de transportes públicos no es mas limpio'; 'hay autobuses cual es muy barato'*).

**Task 4** required the candidates to explain why it is important to reduce the use of the car and was the most challenging task for this question. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. *'para reducir la contaminación del aire'; 'podemos reducir el calentamiento global'; 'coches emiten muchos gases'*). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *').* Weaker candidates were also challenged by verb formation (e.g. *'no los gustan contaminación de aire*). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance. A few candidates omitted the task entirely.

**Task 5** required candidates to state how public transport could be improved and required a response using a conditional tense. Very few candidates addressed this successfully. Stronger candidates were able to produce more ambitious sentences to complete the task (e.g. *'si tuviera la oportunidad crearía más estaciones de tren para la gente'*). Weaker candidates did not complete the task successfully because their response was often inappropriate, suggesting they had not understood the rubric (e.g. '*el tren es mejorar de transporte publico porqué es muy rápido*'; '*diría que transporte público es mejoren porque es mejorar por el medioambiente').*

Range

Some candidates were able to include a range of appropriate linking words. Most candidates tended to use simple structures, and a few made attempts to use more complex structures, though not always successfully (e.g. '*Primeramente dijé sobre el transporte*'). The stronger candidates included a much wider range of connectives in their responses, such as '*cuando'; 'por un lado. por otro lado'; 'aunque'; 'lo cual*'; *'no solo…sino.'* and produced more complex structures and different tenses (e.g. '*si tuviera'; 'Es importante que la gente pueda usar'; 'haré lo que pueda*). These candidates also often used a wide range of vocabulary

specific to the topic (e.g. '*proteger el planeta*'; '*polución del aire*'; The stronger candidates also adopted an appropriate register in response to the rubric '*an article for a magazine*', with a title for their piece of writing.

Accuracy

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation and only the strongest candidates managed to consistently place pronouns and accents accurately. Candidates should focus on verb conjugation and learn where to place accents, as these can often determine whether the task completion mark is awarded or not.

# SPANISH

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Paper 0530/43
Writing 43
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## Key messages

- Candidates should read the initial rubric of each question and each task carefully to ensure that the response that they produce is relevant and includes appropriate tenses.
- In order to ensure that they respond to all the tasks in **Questions 2** and **3**, candidates may benefit from attempting the tasks in the order in which they appear on the question paper.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary in their response to **Question 3** in order to give themselves access to the full range of marks available. Similarly, they need to develop their answers by including additional information (e.g. explanations, reasons, opinions, etc.).
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect the marks for the three criteria in **Question 3**.
- It is recommended that candidates adhere to the word counts for **Question 2** and **Question 3**.

## General comments

Work from the whole ability range was seen. Many candidates performed very well in **Questions 1** and **2**. In **Question 3** stronger candidates showed control of varied sentence structures and verb tenses, and complex linguistic structures were seen.

In **Question 1** candidates should always try to produce an answer for each of the five gaps. They need to read the initial rubric carefully, as well as the tasks themselves, so that they can provide appropriate responses. Candidates should avoid writing answers outside the dotted lines provided. Extra answers for one task cannot compensate for other tasks that have not been attempted or that are incorrect.

In **Question 2**, up to 12 marks are awarded based on task completion, relevance, clarity of the message, variety of vocabulary and structures, and the use of linking words. There is no requirement to provide the same amount of information for each of the tasks. Candidates should be reminded that the maximum of 12 marks cannot be awarded if they omit or do not successfully convey at least one detail for each of the tasks, including tasks that include two elements. Candidates are required to write responses in full sentences and to form their response as a piece of prose with reference to the question asked, rather than as a series of bullet points. The subject-verb agreement must be correct in order for a task to be considered fully complete. It is acceptable for two tasks to be completed in a single sentence. In response to the task that is presented in the future/conditional, the verb must be in an appropriate future tense for full communication to be achieved. Candidates need to link their words, phrases and sentences using a range of simple connectors (e.g. y, *también, pero*, etc.).

**Question 3** offers a choice of two options: a letter/email and a report/article. There are 10 marks available for Task Completion, 10 marks for Range and 8 marks for Accuracy. Candidates should read through both options before choosing which one to answer. Candidates should ensure that they select the question which will allow them to best demonstrate the Spanish that they know. A close reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures that they will need to use in order to respond effectively and fully to the question.

Task completion: For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity (e.g. missing accent on verbs e.g. *compre for compré*; minor subject error e.g. *mi padres son*; double-consonants in verbs e.g. *apprendo, preffiero*; Imperfect/Preterite e.g. *el sábado pasado iba a una tienda*; Ser/Estar e.g. *el centro comercial es cerca de mi casa*;

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Indicative/Subjunctive e.g. *Espero que me respondes*). Such errors will be considered under Accuracy. When considering which band to place the mark in, relevance and detailed information will also be taken into account.

Range: Marks are awarded based on the candidates' ability to extend and link sentences, the range of tenses and other structures used, as well as the range of vocabulary. The use of extended sentences, a range of connectives, tenses, varied complex structures and vocabulary is required in order to reach the top mark band. When the descriptor states 'uses', it should be read as 'uses successfully'. Candidates who struggle to use basic tenses are likely to achieve a maximum of five marks for Range. Only those who attempt some complex structures are able to access a mark of six or higher for Range.

Accuracy: Candidates do not have to produce a perfectly accurate piece of writing in order to achieve the full 8 marks available for Accuracy. Minor errors which do not impede communication will not be penalised.

When finalising their responses for **Question 2** or **Question 3**, candidates need to be careful if they decide to cross out any parts of their response. There were some instances where crossing-out had occurred, and this affected the coherence and clarity of the piece of writing overall.

**Comments on specific questions**

**Question 1**

**Clase de arte.**

The majority of candidates achieved four or five marks for this question. A single word was sufficient to gain the mark for each of the five gaps. The great majority of candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. The majority of candidates were able to correctly produce a day for Gap 1, with a range of answers (e.g. '*lunes'; 'jueves'*). Very few candidates responded incorrectly to Gap 1. This was probably due to misreading the rubric, and instead of focusing on the preferred day, they focused on '*clase*' and wrote the name of a school subject (e.g. '*geografía'; 'arte'*) which could not be rewarded. There were few problems with producing a noun for something they normally draw in Gap 2, with a broad range of answers (e.g. '*frutas'; 'árboles*'; '*edificios'*). Some candidates produced inappropriate responses (e.g. *'geometria'*; *'medio ambiente'; 'musica'; 'personal')* which could not be rewarded. Most candidates were able to produce accurate spellings of colours for Gaps 3 and 4. The most popular answers were '*rojo*' and *'azul'*. A very small number of candidates produced inappropriate answers (e.g. '*música*'; *'arte'*). For Gap 5, candidates produced a wide range of adjectives as a response to why they like drawing (e.g. '*interesante'; 'entretenido'; 'emocionante')*. A few candidates produced words that were incorrect (e.g. '*relajado'; 'concentrado'; 'grande'*) or left a blank space.

**Question 2**

**Mi pueblo/ciudad**

Candidates generally performed well here, with many achieving full marks. Overly short responses were rarely an issue, and relevance was generally maintained throughout. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2**, all of the criteria in the band descriptors were taken into account in order to decide the best fit overall. There were many interesting and competent responses which included a variety of vocabulary related to towns/villages and local area, with detailed information sometimes expressed in more complex language. There were many candidates, who did not focus on the specific detail in each task and produced general statements instead which meant that task completion marks could not be awarded. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents was frequent (e.g. '*dia'; 'tambien; 'gustaria'; 'esta'*) but did not usually prevent candidates from achieving a high mark. Candidates should be reminded that they should read the rubric carefully to ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some

candidates. Stronger candidates often went beyond a range of basic connectors (*y, o, pero, también*), using more complex connectors (e.g. '*sin embargo'; 'además'; 'dado que'*), whereas weaker candidates tended to rely on '*y*' and '*porque*'. There were examples of candidates writing '*por que*' when they intended '*porque''*. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

**Task 1** required candidates to state where their town/village is and was answered successfully by most candidates, (e.g. '*Vivo en una ciudad en el sureste de China'*). A common error was candidates using the verb '*ser*' instead of '*estar*' for location (e.g. Mi ciudad es en el campo) but this did not prevent communication marks being awarded.

**Task 2** required candidates to state how they get to school and was generally successfully answered (e.g. '*Normalmente voy a colegio en un autobús*). The misuse of the article was considered a minor error. Weaker candidates missed this task out altogether, providing a lot of superfluous detail about their school and their families, instead of saying how they get there (e.g. *mi colegio es bueno'; 'mi familia tiene dos hermanos'*). A few candidates produced a sentence with no reference to going to school and this could not be rewarded as it caused ambiguity (e.g. '*Voy en el coche'*). Candidates should remember that this is a writing examination and make sure that they reference the task, not just provide a brief answer as if it were a speaking examination.

**Task 3** required candidates to state what they do in their town/village with their family and was generally answered well. Stronger candidates produced correct verbs, going beyond 1st person, and extra details (e.g. '*Cuando estoy con mi familia me gusta ir a la panadería para almorzar'; 'vamos al amador para caminar'*). Poor verb formation and spelling prevented weaker candidates from completing the task (e.g. '*En la ciudad con mi familia tenamos muy delicioso restaurtante*').

**Task 4** required candidates to give their opinion of their town/village. Most candidates understood the task and provided a range of appropriate reasons to successfully complete the task (e.g. '*Me encanta mi ciudad, nunca es aburrido'; 'Mi pueblo es genial por que mis amigos viven allí'*). Weaker candidates struggled to correctly form opinion verbs (e.g. '*me encanto mi pueblo'; 'mi familia y yo encantamos el restaurante'*).

Most candidates understood **Task 5**, which asked them to state what they would like to do next weekend. For full task completion, the candidates needed to use a verb in a conditional tense as in the question, or any other appropriate verb form in a future tense. Most candidates responded successfully, using an appropriate form of a conditional/future tense to complete the task (e.g. '*Pasaré tiempo con mi familia'; 'Me gustaría nadar en la piscina'*). Weaker candidates had problems with producing an accurate form of a future tense (e.g. '*el proximo fin de semana yo fui al cine'*; '*comimos en un restaurante y jugaramos al baloncesto'*). Some candidates stated what they normally do at a weekend using the present tense (e.g. '*normalmente juego rugby con mi amigos'*) which could not be accepted for task completion.

**Question 3**

**General comments**

The majority of candidates chose **Question 3(a)** rather than **3(b)** in this series. The strongest answers were well-structured and showed signs of thoughtful planning. In these answers, the candidates wrote one paragraph per bullet point. They answered each task in turn in a targeted way, clearly referencing the question and using the correct tense having identified the requirements before starting to write. The candidates then 'backfilled' with justifications, developments and opinions which served to enhance their responses by adding further information. The best candidates also made brief notes next to the BPs to remind themselves which structures they were going to include and where. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words, although a small number of candidates wrote unnecessarily long paragraphs for each task which led to greater inaccuracy overall.

*Task completion*

In order to obtain high marks for Task completion, candidates need to ensure that they:

- Address all the tasks given in the question.

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- Compose a comprehensive written response driven by specific prompts, and they should reference the rubric for each task to ensure that the target audience fully understands the context.
- Provide sufficient information relating to each task by expressing a range of details/opinions/reactions/explanations – one good strategy that candidates can use is to provide at least two full sentences in response to each task.
- Cover the specific tasks set.
- Use verbs accurately.
- Use an appropriate tense and person of the verb when responding to each task.
- Copy accurately when using words provided in the question.

*Range*

Some candidates expressed their ideas using extended, well-linked sentences which demonstrated strong cohesion as well as correct and varied use of vocabulary, tenses and other structures.

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, and appropriate use of the subjunctive and other complex structures.

It is important for all candidates to show control of basic structures, including correct spelling and gender. Access to the higher mark bands is more likely to be achieved through accurate and appropriate use of:

- Subordinate clauses introduced by conjunctions, relative pronouns, etc., produced throughout the response (e.g. cuando/donde/mientras (que)/visto que/puesto que/dado que/ya que/que/quien/si)
- Appropriate formation of constructions with verbs requiring a preposition (e.g. hablar con, con quien hablé)
- A range of timeframes and first-person and third-person verb forms.
- Adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives.
- Adjectival agreement between the subject and its adjective(s).
- Correct use and placement of object pronouns in relation to conjugated verbs and infinitives.
- Negatives, including appropriate word order (e.g. nada/nunca).
- Correct use of por and para.
- Adverbs, prepositional phrases, time references, opinion markers.
- Linking words other than y, pero and porque.
- Definite and indefinite articles.

Candidates who did not attempt structures from the list above or who did not use subordinate clauses could not usually achieve a mark higher than five for Range. A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to three or four marks for Range. To achieve a mark beyond the 5 – 6 band, candidates need to ensure that they include a range of tenses, several subordinate clauses, a range of more ambitious connectives (e.g.*'aunque'; 'además'* etc.), opinion markers (e.g. '*pienso que'; 'opino que'* etc.) and vocabulary, as well as some of the structures listed above. In addition, basic structures must, in general, be used successfully.

Some candidates struggled when using both basic and more complex tenses. To improve, they need to ensure that they:

- Include accents on verbs (where necessary) in the preterite, imperfect, future and conditional tenses.
- Include the personal a with verbs that require it.
- Form regular and common irregular verbs in the preterite, particularly the first-person singular (e.g. *llevé/comí/bebí/vi/elegí/hice/di, tuve/dije/busqué/jugué*).
- Use appropriate prepositions in verb constructions when required (e.g. *tengo que, ayuda a, tratar de).*
- Avoid using tiene where hay is required and vice versa, and es/son where hay is required and vice versa.

*Accuracy*

A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless for such a mark to be given. Responses that contain minor errors (especially in more complex language) which do not affect communication can be considered for the award of marks in the top band.

Frequent inaccuracies will limit the overall mark awarded for Accuracy. Responses which show errors in basic tenses, in adjective-noun agreements and in other basic structures/words are likely to be placed in the 3 – 4 band, depending on how often these errors hinder communication. Similarly, candidates who produce a very short text using only basic language cannot usually achieve a mark beyond the 3 – 4 band, since they will only have demonstrated some accurate spelling and grammar. Candidates who persistently struggle with accuracy in very basic language and whose errors persistently impede communication are likely to be placed in the 1 – 2 band.

*Common errors*

The following common errors were seen:

- Omission of the relative pronoun que.
- Inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective.
- Inaccuracies in word order with adjectives before nouns.
- Inappropriate double consonants in Spanish (e.g. '*apprendí'; 'passdo'; 'preffiero'; 'reccomiendo''*).
- Inappropriate use of estar when ser was required and vice versa.
- Confusion between sacar/tomar/llevar.
- Incorrect combinations of ser/estar with bueno/bien and malo/mal.
- Use of third-person singular of ser with a plural subject and third-person plural of ser with a singular subject.
- Incorrect formation of gustar/encantar in the present and conditional tenses (e.g. '*me gusto'; 'mi gusta'; 'se gustan'; 'lo gusto'*).
- Omission of the preceding a (e.g. '*a mí; 'me gusta'*).
- Incorrect formation of ir and tener in the preterite tense (e.g. '*fuiemos'; 'fuieron; 'tuvía'; 'tení'*).
- Use of fue/fuiste when fui was intended.
- Use of second-person formation when the first-person was intended.
- Use of third-person formation when the first-person was intended.
- Use of indicative for future reference when subjunctive was needed (e.g. '*cuando tengo mas dinero'*).
- Omission of accents on verb forms (e.g. '*compre'*) or inappropriate use of accents (e.g. *'fuí''*).
- Omission of the appropriate preposition in verb constructions (e.g. '*voy comprar'; 'juego futbol'*).
- Inappropriate inclusion of a preposition in verb constructions (e.g. '*es necesario a hablamos'*).
- Omission of the preposition following verbs (e.g. '*fui el centro comercial'*).
- Inventing words (e.g. '*mountainios y el foresto'*).
- Not indicating possession with de (e.g. *'mi tias ropa*).
- Attempting a past tense using tener (e.g. *'tengo visto'*).
- Inappropriate translation of idioms from the candidate's first language (e.g. '*tienimos mucho divertido'; 'tengo un buen tiempo'*) when the Spanish idiom *pasarlo bien* was intended).

**(a)     Ir de camping**

This was the most popular question with just over 85 per cent of candidates choosing this option. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and stronger candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings.

Task completion

**Task 1** required candidates to state how much time they are going to spend camping and required a verb in a future tense to complete the task. This was generally well-completed, with many candidates producing a simple phrase using the near future tense (e.g. *'Voy a pasar cinco dias en el camping'; 'Voy a ir para tres días'*). Stronger candidates added appropriate extra detail (e.g. *'Mi hermano quiere ver las montañas'*; *'Ójala haga sol'*). Weaker candidates copied the second person verb from the rubric with no attempt to change it

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(e.g.'*vas a pasar una semana*'). There were many examples of candidates who misunderstood the rubric and referred to an actual time or the weather (e.g. *'la tiempo pasar de camping a las siete media de la mañana'; 'es muy sol y buen tiempo'; 'el tiempo tendrá mucho sol'*). These answers could not be rewarded for communication.

**Task 2** required candidates to state what they would like to do whilst camping and required a verb in the future/conditional to complete the task. Stronger candidates developed their responses with more complex structures and vocabulary, (e.g. '*Me gustaría hacer actividades de aventurescos, tales como pescar, dormir bajo las estrellas y más'; 'tal vez cazaré pero…me da miedo*). Weaker candidates produced incorrect verb conjugations and spellings, (e.g. '*me gusto camping mucho porque es naturo'; 'quiero va en las tiendas'; 'me gustaria andar mountainios y el foresto'*), which could not be rewarded for communication, but could be considered under relevance.

**Task 3** required candidates to give their opinion on the advantages of camping. Stronger candidates generally addressed this successfully (e.g. *'Puedes respirar al aire libre fuera de la ciudad'; 'es más barato que un hotel'*). Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. '*lo bueno que hay mucho el medio ambiente*). A few candidates did not address the advantages and just stated why they liked camping (e.g. '*camping ayudar me relajo lejos'*).

**Task 4** required candidates to describe a problem they had the last time they went camping. Stronger candidates answered successfully, producing correct past tenses and extra detail (e.g. '*había una falta de comida y tuvimos que irnos temprano'; 'perdí mi móvil, luego encontré mi móvil en mi mochila. ¡Qué suerte!).* Despite some candidates producing appropriate responses, they were not rewarded due to error (e.g. *'Una otro problema tuvé la ultima vez era que comé mucho'; 'un problema tuviste mi perro estuve enfermo'; 'me duelo mi brazo'*).

**Task 5** required candidates to give their opinion on what their ideal holidays would be like. Most candidates understood the task and there was a range of answers. Stronger candidates took the opportunity to develop their answers with extra detail or complex language (e.g. '*mis vacaciones ideales serían en un lugar caliente con muchos pájaros'; 'deseo que un día nosotras dos vayamos a Italia juntas'*). Many candidates did not comprehend the requirement to use the future or conditional tense here, with the most frequent error being answers in the present tense. (e.g. '*seré unas vacaciones ideales es ir a otra país'; 'mi vaccaciones ideales es visitar Nueva Zealanda'*). In some instances, lack of subject verb agreement also prevented task completion (e.g. '*mis vacaciones ideales sería.*').

*Range*

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. Stronger candidates produced a wide range of tenses such as pluperfect indicative, present subjunctive, imperfect subjunctive, and more sophisticated opinions and expressions ((e.g. '*Si fuera posible*'; '*estaba acabando'; 'pude solucionarlo'; 'he estado pensando'*). For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. The most common attempts at complexity were using comparatives and superlatives. Candidates should find ways to introduce more complex structures and a variety of tenses in their writing even if those tenses are not use in the bullet points. There was evidence of a range of topic vocabulary within the cohort (e.g. '*hacer piraguismo'; 'hacer senderismo'; 'lagos y ríos'*) and attempts at idioms (e.g. '*me abburir como una ostra*'; '*puedo matar dos pájaros de un tiro'*). The best responses were in an informal register and contained appropriate salutations (e.g. 'espero que te encuentres bien*'; 'un fuerte abrazo')*. However, the majority of candidates chose to start their piece of writing with an informal salutation (e.g. *'Hola'; 'Buenos días'*. Weaker candidates demonstrated poor competence with basic structures (e.g.'*mi amigo y yo vas…'; 'quires voy con mi'; 'no sabo'*) and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing, although there were many examples of *'por que'* instead of *'porque'*. Stronger candidates use a wider range of connectors (e.g. *'puesto que'*; 'no obstante'; 'lo cual; 'así que) and included time markers (e.g. '*primero'; 'finalmente*'.

*Accuracy*

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. It was noticeable that many candidates produced several sentences for each task with very often only one sentence with a completely

correct verb to complete the task. This was reflected in a high mark for task communication, but a much lower mark for accuracy. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation and only the strongest candidates managed to consistently place pronouns and accents accurately. Poor spelling of vocabulary was also common in this question (e.g. '*por que'; 'necissitamos'; 'verdadamente'; 'un infection'; 'desfortunamente; 'piensar*').

**(b)       Un concurso de cocina**

This was the least popular option with just under 15 per cent of candidates choosing this question. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas, though there were instances where explicit addressing of the BP was lacking. Many candidates engaged well with the register of the task, i.e. a newspaper for the school magazine.

Task completion

**Task 1** asked candidates to describe the competition in which they participated and required a verb in the past tense in order to complete the task. Most candidates were able to use the prompts to provide appropriate examples (e.g. '*Para el concurso fui a un restaurant en la centro'; 'gané un montón de dinero'*). Candidates who used other past tenses could still gain marks for task completion provided the response was unambiguous (e.g. '*era un concurso teniendo lugar en Si Chuan'*). The omission of the accents on the verbs here did not prevent communication marks being awarded as the past context was clearly defined. Weaker candidates struggled to form correct conjugations in the past tense, and this could not be rewarded (e.g. '*empecó a las ocho en el centro de la ciudad'*). Candidates who confused '*concurso'* with '*curso'* and talked about a cooking course that they had participated in rather than a competition that they had won could not be rewarded (e.g. '*el concurso en el participé dura tres días y está en Barcelona*').

**Task 2** asked candidates to state which dish they prepared and required a verb in the past tense in order to complete the task. This was generally well addressed with stronger candidates able to manipulate the verb in the rubric to complete the task (e.g. '*preparé un plato simple, ensalada con el pescado..*'). The stronger candidates were able to give detailed explanations. (e.g. '*preparé un plato con verduras ya que es riquísimo y sano'*). The omission of the accents on the verbs here did not prevent communication marks being awarded as the past context was clearly defined (e.g. '*prepare dos platos'*). Weaker candidates struggled to form correct conjugations in the past tense, and this could not be rewarded (e.g. '*preparaste un plato de italiano'*).

**Task 3** required candidates to state how they felt when they won the competition. This was generally well-completed with the majority of candidates producing an appropriate adjective of feeling/emotion. Stronger candidates were able to change the reflexive verb '*te sentiste'* in the preterite and to include the accent (e.g.'*Cuando gané el concurso me sentí emocionada'*). If candidates omitted the accent or the reflexive pronoun (e.g.'*Me sentia feliz'*) this did not prevent the task from being completed.). Verb and spelling errors in responses from weaker candidates prevented task completion (e.g. '*yo no centia que voy a ganar porque ciento…'; 'sentio muy feliz'; 'me sientí'*).

**Task 4** required the candidates to state which person in their family normally cooks. Stronger candidates answered with a short, simple sentence in which an accurate form of the verb was produced (e.g. *Mi madre normalmente cocina'*) and adding reasons. (e.g. '*ya que no tengo tiempo'*). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g 'La que cocina en mi familia son mi madre y yo'; 'es mi padre lo que cosina'; 'mi padre cocinar'). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

**Task 5** required candidates to give their opinion on why it is important to know how to cook and was generally successfully addressed. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. '*Creo que saber cocinar es clave para vivir una vida sana'*) and a few were able to produce more ambitious sentences (e.g. '*es más barato que comer en un restaurante'*). *Using an indicative rather than a subjunctive tense was acceptable for task communication (e.g. 'es muy buen para cuando vas a la unvidersidad en el futuro*). Weaker candidates did not address the task successfully because their response was too inaccurate (e.g. '*nos padres nos enseña a cocinar'*).

Range

Some candidates were able to include a range of appropriate linking words. Most candidates tended to use simple structures, and a few made attempts to use more complex structures, although not always successfully (e.g. '*Si ganaría la lotería me gustaría pasar mi tiempo aprender como cocinar'; ' Cuando sea mayor mis padres fueron cocinar*'). The stronger candidates included a much wider range of connectives in their responses, such as '*por lo tanto'; 'ya que'; 'aunque'; 'lo que*' and produced more complex structures and different tenses (e.g. '*no he ganado nada jamás'*; '*me dio ganas de participar'*; '*cocinar es una lengua de amor'; 'Ojalá pudiera hacerlo otra vez'*). These candidates also often used a wide range of vocabulary specific to the topic (e.g. '*vegetarianos'; 'ingredientes'; 'una buena forma de descansar'*). The stronger candidates also adopted an appropriate register in response to the rubric *'an article for the school magazinr'*, with an introduction and conclusion (e.g. '*Hola estudiantes y bienvenidos a nuestra revista*').

Accuracy

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation and only the strongest candidates managed to consistently place pronouns and accents accurately. Candidates should focus on verb conjugation and learn where to place accents, as these can often determine whether the task completion mark is awarded or not.

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